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**“If you’re not having any fun,
you shouldn’t be here.”**





UCLA SOUTHERN CAMPUS 1975

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The disturbing thing about yearbooks today is that they all look the same. The words and pictures inside don't clearly tell you what school a particular book is supposed to represent. I suppose that's why we all have title pages – so everyone will know.

But, does it have to be that way?

We are taught in History and Sociology and Political Science and a few other places that there was once a time when each part of the country had its own style, its own flavor, its own peculiar way of life that was distinct. Accents, clothing, architecture, food and a myriad of other things we today call lifestyle set each place apart from the rest.

But then the nation went out and discovered split-level houses and fast-food chains, and a lot of other chains too, and “sameness” happened...or maybe just television. This is what we are told. I think this is also what we believe.

So all the yearbooks have become alike, not just from school to school, but from year to year. This has led the average student to the conclusion that one book will do for all four years. Others have decided that the book they bought for their senior year in high school – braces and all – will do for their whole education.

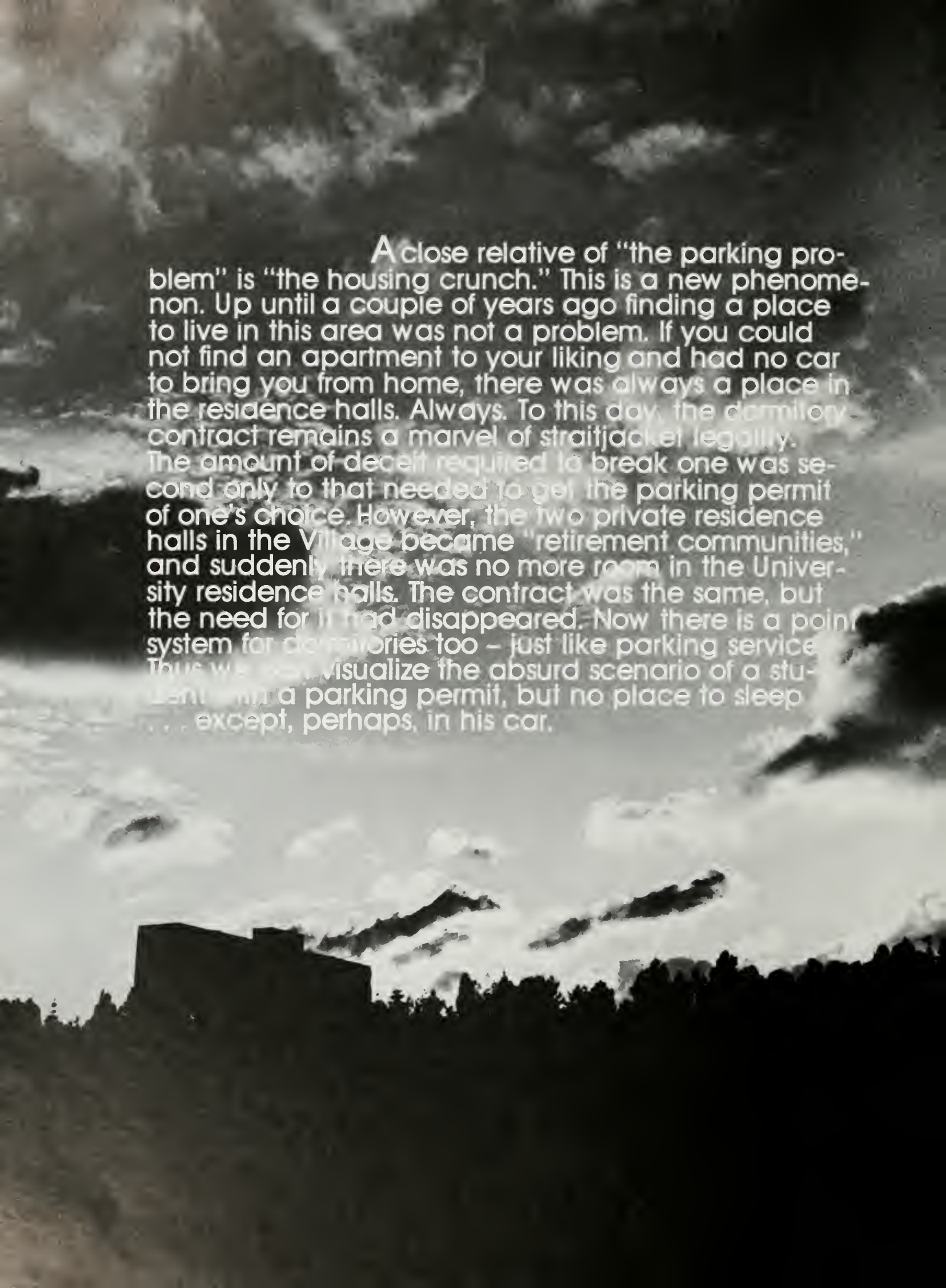
It is surprising that UCLA students should feel this way. It would seem likely that anyone with the wherewithal to stagger through this maze of computer registration, overcrowded classrooms and the world's longest lines (one hopes) would be anxious to buy a yearbook if only somehow to prove that one had survived.

Across the nation: in Massachusetts, in Montana, and at USC, when one thinks of UCLA one thinks of two things: automobiles and basketball. So let us begin with automobiles – we'll get to basketball a little later.

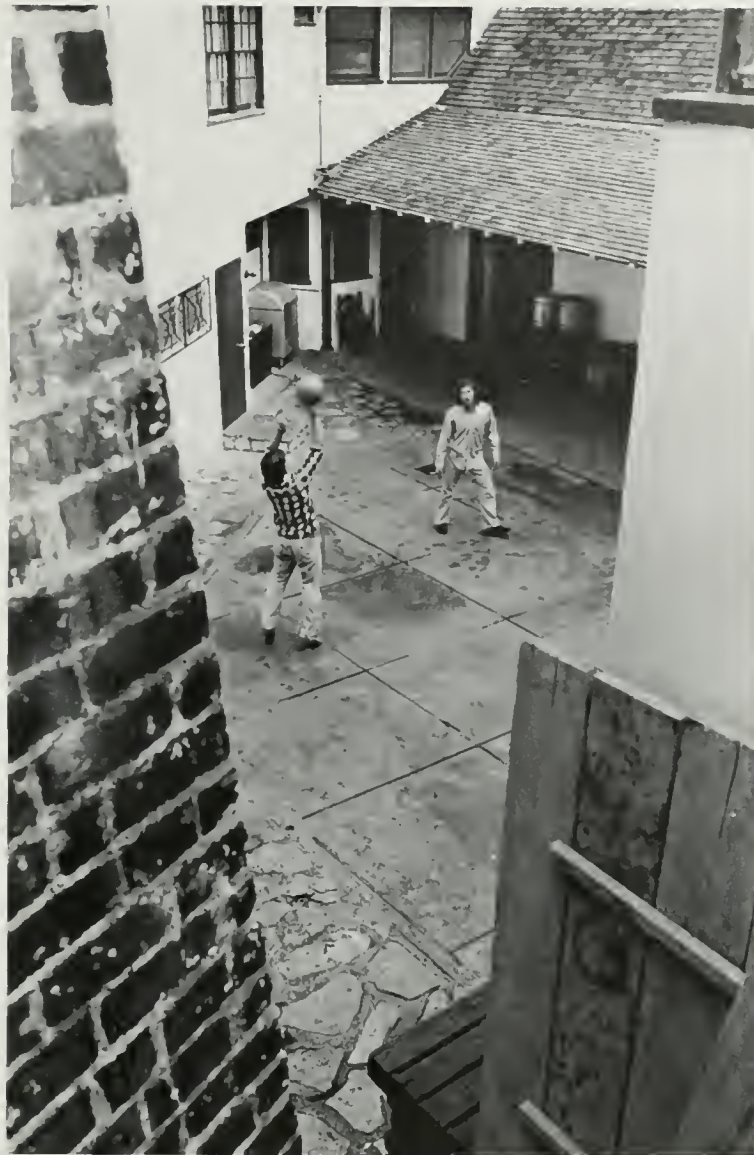




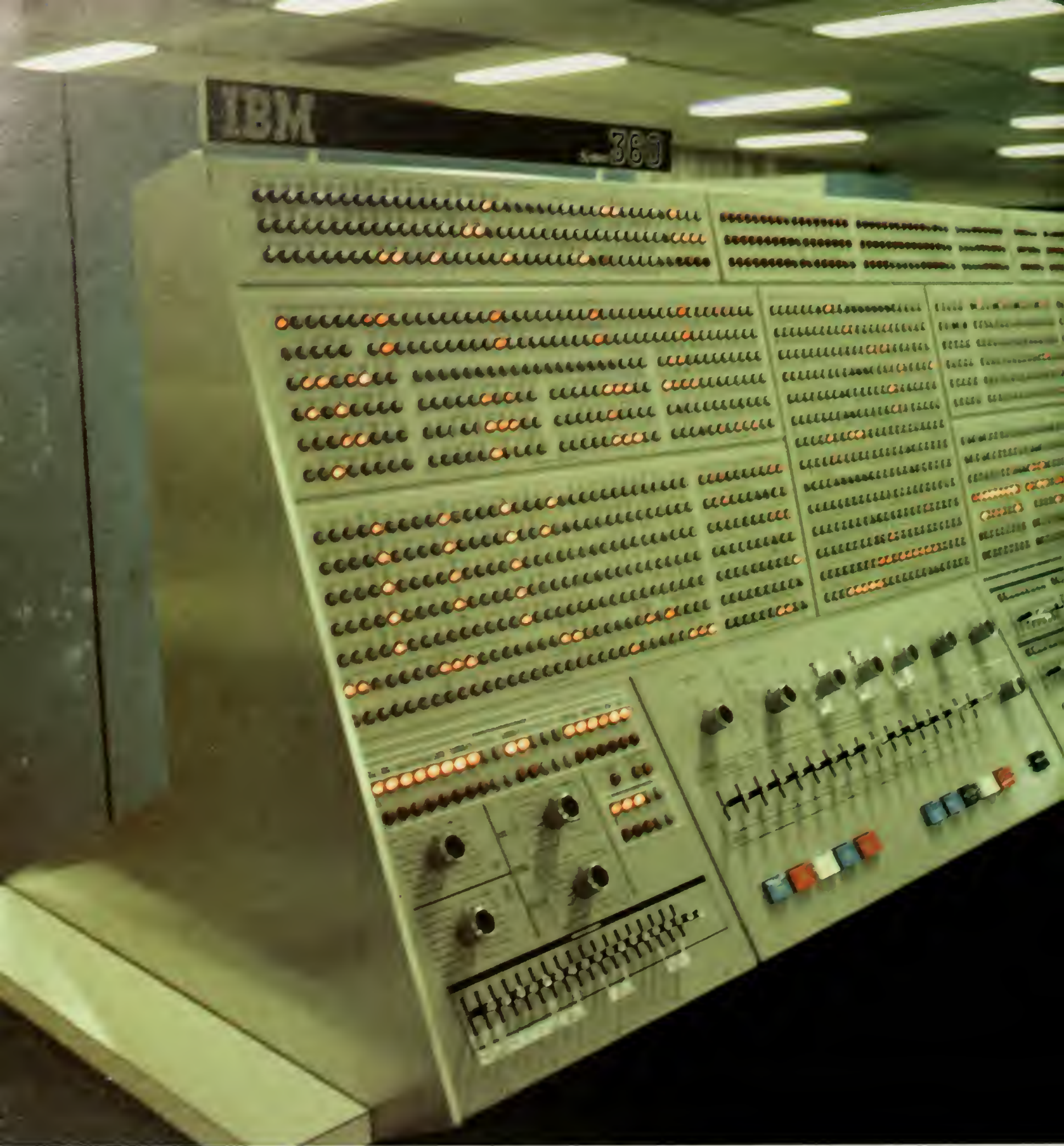
UCLA is what is known as a commuter school. What that means in hard language is that thousands of people who live too far from here to walk, get in their cars each morning and drive to school. That confluence of automobiles has made westwood intersections among the busiest in the world. And when all those people arrive at school – simultaneously it seems – they need to park those cars. It costs a fortune to do so at UCLA, but the waiting list gets longer every quarter. This is what we call "the parking problem."



A close relative of "the parking problem" is "the housing crunch." This is a new phenomenon. Up until a couple of years ago finding a place to live in this area was not a problem. If you could not find an apartment to your liking and had no car to bring you from home, there was always a place in the residence halls. Always. To this day, the dormitory contract remains a marvel of straitjacket legality. The amount of deceit required to break one was second only to that needed to get the parking permit of one's choice. However, the two private residence halls in the Village became "retirement communities," and suddenly there was no more room in the University residence halls. The contract was the same, but the need for it had disappeared. Now there is a point system for dormitories too – just like parking service. Thus we can visualize the absurd scenario of a student with a parking permit, but no place to sleep ... except, perhaps, in his car.



Interesting beneficiaries of this process were the fraternities and sororities. Long a mainstay of campus life, they had been folding like ill-begotten conglomerates at the end of the last decade. But, as vacant rooms began to grow scarce, and rents all over town shot up in response to demand, the “Greek” system began a resurgence. The reasons, both for its decline and revitalization – remain ambiguous, but regardless, the system has survived.





Registration and enrollment at UCLA is a frightening thing. Most of us were appalled the first time we saw the line for the computer. One can wait for hours in that line while the computer is "down," and the feeling of frustration at being denied entrance to a class after waiting those hours is unique. But the University has made progress here, and the lines have grown shorter over the years. Indeed, it is remarkable that the school has been able to avoid a catastrophic breakdown in the system that seeks to balance the needs and desires of so many thousands of individuals.



Regardless of the facts, there really is no adequate justification for a mockery at this point. Yet students and instructors alike have managed. And it is a credit to the institution that it actually does offer a quality grade changes are forged, and term papers are bought or stolen there for the asking. The place is crowded, yes, and it is impersonal. To shoulder with such an astonishing variety of people can be with those around us than could ever be dished out in a classroom.



class of five hundred people. By all standards, education becomes
aged to make something significant out of this overloaded process.
education to those who seek it out. "Permission to enroll" slips and
at a rate no one can accurately determine, but the education is still
too, but that is unavoidable in a school of this size. Being put shoul-
an education in itself. For we learn far more in our daily interactions



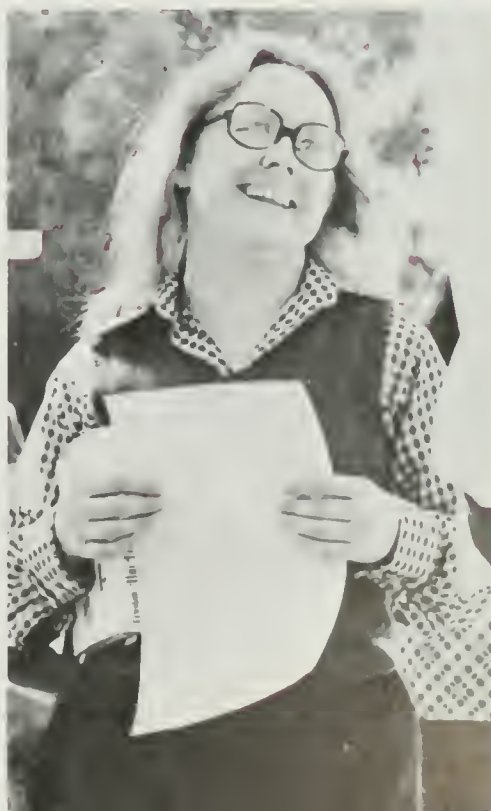


guru maharaj
worshipped by 1000's
shares
how he found
ultimate enlightenment
today
12 noon
meyerhoff
Liaison Power Co.



If one wishes to chronicle annoyances, it is impossible to exclude leaflets. UCLA is the leaflet capital of the world. It becomes a daily challenge to make it from one end of Bruin Walk to the other without encountering at least one disciple of some doctrine or concern you haven't heard of yet – bearing a stack of leaflets. We thus spend much of our time each day cultivating our capacity for tactlessness.

Once mastered, this acquired rudeness comes in very handy when dealing with another group: the seekers of contributions. It seems that someone with a big smile on their face is constantly after your change. Since it is impossible, even on a hot day, to place your desire for a root beer over the requests of a “good cause,” the philanthropic strain in all of us is quickly exhausted.



Yes, there are problems – many problems. And this is just a sampling. But that's really no different from what exists on the outside. And it is here that the real value of the University is found. UCLA, for all its flaws, is simply a microcosm of the world around, and survival here is supposed to be an indication of potential for the future.

So the question arises: Why are these people here? How do they survive? What are their motivations, their perceptions, and their aspirations? It is impossible to do adequate justice to these questions in this or any yearbook. But we can go part way, and, in the process, perhaps capture a piece of this year that is, in its way, representative, and will someday warrant examination in retrospect.





When the editors of the 1963 **Southern Campus** dedicated that edition of the yearbook to Dean of Students Byron H. Atkinson, another man, Frederick Tuttle — later to become an Associate Dean in the Campus Programs and Activities Office — was an undergraduate at a school in Connecticut. Life was different then. John Kennedy was President. The massive commitment in Southeast Asia was still around the corner. Loyola of Chicago was the nation's best college basketball team. And the yearbook was making money at UCLA.

But as the world changed and UCLA changed with it, **Southern Campus** stayed the same, more or less. And when the nation's universities exploded in the early seventies and America drifted away from itself for a time, **Southern Campus** was one of the casualties. And when it went out of business for a brief time, it seemed for a while that no one would notice.

Tuttle and Atkinson noticed.

And when a group of students realized that the yearbook was not necessarily an anachronism, that it could be molded and revitalized to continue as a successful publication, these men were there to provide direction and guidance.

For while it was true that UCLA had

grown too large and become too complex and diversified to be contained within the limited circumference of a yearbook, it seemed an arbitrary measure to throw the publication away. It was definitely worth saving.

And so, largely due to their efforts, **Southern Campus** lives today. But if it is to continue on its own in the years to come it must keep pace. It must seek to combine what is old and tested with that which is new and challenging. The best of two worlds. That is not an easy task, for there are so many contradictions. But it's not an impossibility, and it has been our goal this year to achieve just this sort of blend.

In their own special ways, Barney and Rick represent what is good and valuable and worthwhile in each of those worlds. And it is fitting that they should have combined in such a significant fashion to sustain the life of a publication that is so close to the heart and so essential to the history of this University.

So it is with respect and with gratitude that we dedicate **Southern Campus** 1975 to Barney Atkinson and Rick Tuttle.

INTERVIEW:



BARNEY ATKINSON

How long have you been at UCLA?

I've been here forever is the answer to that . . . back to where the memory of man runneth not to the contrary. I started here in 1935 as a Freshman, so if you want to count my undergraduate time, that's about 40 years.

How did you become Dean of Students?

Well, I came out of the service in August or September of '42 and then came right back to the University, like a homing pigeon. You see, with a Bachelor's Degree in English Literature in wartime, I was not a saleable commodity. So I started back in the Graduate School in English.

The Dean of Students at that time was Earl J. Miller. His secretary was

the fiancée of a fraternity brother of mine . . . and she happened to be telling him that the Dean's administrative assistant had just been drafted, which was something that happened all the time . . . everybody went — being in a university wouldn't keep you out of the Draft. So he called me up one night and said, "Why don't you get over there and talk to Earl Miller about this guy's job?" It was kind of an everything job: being fraternity advisor, loan officer, scholarship counselor — strictly generalist. There were only about three people in the whole student services operation in those days. All of what we now have as specialty departments were essentially done faculty part-time.

So I came over and talked to Earl Miller, and Earl Miller was delighted to find a warm male — there weren't many warm males walking around; everyone else was in the service — so I think that's probably the reason I got the job. So I went to work for Earl Miller late in 1942, and then sort of stayed with the University ever since.

Needless to say, the school has changed a great deal in the last 40 years. But how have the students changed from your days as an undergraduate? Or is it just the issues that have changed?

Students are fond of saying now that academic attitudes of current students are more serious than they were of students of my generation. I think that is not true. There was a very great seriousness of purpose among students of my time. For one thing, we were in the depths of what, at least up until recently, was the most bitter recession this country had ever felt. We were not at all sure that with Bachelor's Degrees we could find work. We were very work-oriented. The discussion among Seniors wherever you sat down was, "What are you going to do after you graduate?" And it was never, "What Graduate School are you going to go to?" which is now what Seniors talk about. It was "Have you got any leads on a job?"

I think it's true that we didn't have the same kind of interest at all in such present fashionable terms as relevance of the curriculum or student input to decision-making. We assumed that the curriculum was relevant because it was there, and we didn't care much about student input. Our idea of the student role outside the classroom was primarily social. We were not concerned with altering academic decision-making processes nor with the uses of the Registration Fee or anything of that sort. I was not even aware until years later that the fee which I paid as an undergraduate was called a Registration Fee and was, by law, segregated for certain non-academic purposes. I just assumed that everything went into one big pot and the University made its way with that.



But I guess . . . when you talk about change, basic kinds of changes in the way people look at things or perceive them, you're pretty hard put to it. Students now, I think, worry pretty much about the same things we worried about. They are concerned about the same things we were concerned with.

Example: Students today complain bitterly about the University's parking problem. And properly so, because not everyone who wants to park here can. It was precisely the same thing in 1935. We had exactly the same kind of parking problem — it was just of a different dimension because there was no parking of any sort. Not Parking Lot 1, nothing. In fact the first parking lot that the University developed, I think, was in my Sophomore year, when Mr. Ackerman and the ASUCLA people managed to get a strip of what is now the Intra-mural Field set aside for parking on the other side of Westwood Boulevard, which was, of course, then a through street. They threw some gravel on that, and that was the only University parking lot. If it rained you might lose your car, because it would disappear almost out of sight. If it was a convertible and the top was down, you might not find it till the next day. So we had parking problems which were of precisely the same dimensions of students now, with parking structures which will accomodate upwards of 18,000 people, is it?

So I guess it's the old story — plus ca change, plus c'est la meme chose — the more things change, the more they remain the same. They're not that different, they're just different in time, different somewhat in style and definitely in dimension, but the same problems still remain . . . the problems of how you support yourself, whom you're going to marry, what kind of a job you're going to get, whether you're going to get a job . . . other than that I don't see much change.

Well . . . how about tradition? We have very little of a traditional nature left here at UCLA — except, perhaps losing to SC every year in football and beating them in basketball. But that hasn't always been the case.

Well for a long, long time we concentrated very strongly on traditional activities. Where they did not exist we created them. We were thought of among American Universities as the Purveyors of Instant Tradition. If we wanted a tradition for something and we had no tradition for it, we created a tradition, and a tradition was anything that was done more than once. We didn't have a Founder's Rock — all schools had to have a Founder's Rock. So when this campus was being leveled and prepared for construction, we dragged in that big rock you see out there and put it on that corner for a Founder's Rock. It didn't actually belong there at all.

It was not UCLA's tradition not to have a tradition. Rather, the reverse; we were very anxious to have it and to create it where it was not there. And perhaps it is true, when I was talking about differences in students — that is one considerable difference. But that didn't die until recently. It is not the case that it never existed. It existed very strongly until about 1966 or '67 — the middle of the years of protest. I date the years of protest from the first year of the Free Speech Movement at Berkeley, which is a convenient date, '64, and lasting until '71 or '72, probably '72. Right about in the middle of that time was when our students and, I think, many of our faculty as well, began to veer away from tradition because it was not fashionable. The key words were relevance, compassion and concern. These concerns were largely absent earlier, but not just here, almost everywhere. And when a whole generation of students — in college generational terms — begins to move in that other direction a lot of things go by the board, and these went by the board. It's quite simplistic.



I don't think relevance, and the criterion of relevance, is altogether a bad idea. But what is relevant has to be defined in unambiguous terms. You can't just say something is irrelevant because it's difficult, and that was all too easy to do during the Years of Protest. Hard courses were irrelevant, and easy courses became relevant suddenly. But then there was some real relevance too. The kind of power which the University now delegates to students and to student groups and to the ASUCLA and to things of that kind — I think that's good, I think that's desirable, I think that's relevant. I think the trick is always to find the balance between the necessity for students to have something to say about the kind of education they're having and the place where they're getting it, and the absolute necessity for there to be a professional corps of teachers, masters, and administrators who are able to take the long view because they are not transient. I think that's a very good thing.



What are your plans for the future?

I'm finding a kind of turnaround in my role in the last couple of years since the Years of Protest ended, which is very encouraging for me — in fact, it's very heartwarming — of students especially undergraduate students coming to this office to find out . . . they're interested in the historical process, they want to find out how it was, and how that can be applied to how things can be.

That elder statesman kind of role is one that I am the right age for to begin with, and it's one that I like. I enjoy talking to people about it, and being part of it. As long as I feel useful in that sort of role . . . then I like it and I'm going to stay around — as long as I'm useful and the job is fun. The day it ceases to be, then I'll go do something else. That's it.


Southern Campus 1975

INTERVIEW:



RICK TUTTLE

How did you get involved with the Programs and Activities Office?

Well, I was interested, I've been interested in students — I taught here part-time as a teaching assistant while I was doing Graduate work — and when an opportunity opened in this office as an Assistant Dean, I learned of the position and interviewed for it.

The reason I went in for the interview is that the chance to work in Kerckhoff Hall with people who are interested in student government and in the various projects associated with student government, and with people who are also simply involved with social-political questions, all seemed interesting to me. I thought I might have something to contribute, and I also thought I would have an oppor-

tunity to learn a good deal. It's certainly true that from the people with whom I work I've learned a great deal. I hope I've contributed something.

You're in the rather unusual position of having worked both as an instructor and as an administrator. Can you contrast the two roles?

Well, let me emphasize first that I only taught part-time — I was a teaching assistant with the History Department. That was an awful lot of fun for me. I essentially taught courses in Modern United States History, and it was fun first, because I knew something about that field, and secondly, because the students seemed to relate to the subject matter which, I think, was inherently interesting to them . . . events, many of which, took place within their lives or the lives of their parents. I usually opened discussion section by asking students to research the day they were born. So you got people looking back eighteen years — and I found people related to that, and found it quite interesting. I know I found it interesting when a professor had me do that . . . I tried to teach the course the same way.

Of course there were also some basic essentials — fundamentals — which I tried to relate in the course of teaching, and also a series of books assigned by the faculty member in charge of the course. So I was often following that. It was a good learning experience for me, and I had the freedom and flexibility to work with students pretty much as I chose.

In this work I, first of all, find myself working primarily in a non-academic area — that's one difference. Secondly, there is no fixed syllabus, though there are a few things which are guidelines with which one works — for example, the constitutions and by-laws of organizations, the ground rules which are laid out or elections and so on — and an awful lot of the learning and relationship between me as a person and the people with whom I work, the students with whom I work, is very situational, where I do not expect to see them on a regular class schedule. But rather, I tend to see them in situations where they either need to see me, or for some reason wish to see me, or where I simply bump into them, and I think part of this work is to be able to relate to people's needs and aspirations from where they're coming, not necessarily by any pre-set syllabus. Now I tried to do that in my teaching . . . but I think it's even more so in this work.

There are similarities. Many of the students working in and around Kerckhoff Hall are interested in social-political questions. I am too, and one of the most enjoyable parts of this work is the informal minutes to sometimes discuss matters of, I think, mutual interest having to do with some substantive question; what's

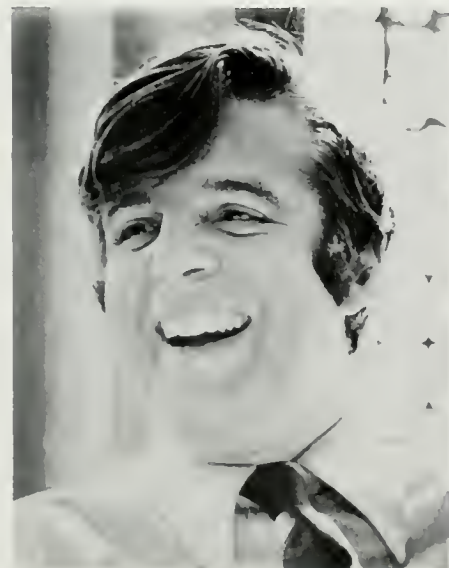
going on in Congress, what's going on in university governance, this kind of thing . . . sometimes events on the international scene, some historical events which have brought us to where we are. I have a tendency to be willing to discuss these things, though I try to be sure the initiative is coming from the students, through their questions on these matters.

Of course one difference is that in this particular work I'm being asked to interpret and enforce University rules and regulations, as pertains to non-academic areas. That is not part of the teaching assignment, and it is something which I do have to keep in the back of my mind in my work in this office. On the other hand, in the teaching role one also has to keep in the back of his mind as he works that at some point he must give grades. And in both enterprises, at least for the time being, these are necessary conditions of the employment.



wish to avail themselves of it, of a chance to participate in co-curricular or extra-curricular activities, which include Student Government. I think there can be a lovely chance to mix the two, to do academic work and also have a chance to do something in the student government area. And I think the reason it can be a very fine experience is that there are people who are able to budget their time adequately to do both. It's a chance for people to work in an extra-curricular or co-curricular arena they find interesting.

One of the payoffs, aside from the inherent interest itself, is that it can provide an excellent preparation for people who, in some vague general sense, have some idea of going into public service later. It also gives a chance to work cooperatively in a whole variety of ways; programmatically, fiscally, in a parliamentary way with peers . . . very often having to learn how to negotiate across the table on various issues — sometimes when there's a scarcity of resources to do a job that's fairly large — to learn how to carry on those negotiations with tools and skills which can be somewhat helpful on the outside.



Many of us who are involved in extra-curricular projects — student government, publications and the like — are fond of saying that the education to be had outside of class is the more significant. Exactly how valid is that rationalization?

I think the primary education you will get is in the classroom. This is a great university, both in the quality of its faculty and the scope of the available material — primarily books, but also other kinds of information available in the libraries, and it seems to me that the time a student spends here should be primarily devoted to the enterprise of learning in the classroom, of being a critical and involved student in the academic enterprise, and also having time not only for classroom studies, but making the time to do reading beyond classroom reading in one of these great libraries.

Now on the other hand, I think there's also a really splendid opportunity here at UCLA, for students who

We come back to emphasize, though, that the primary mission of anyone who is going to campus is to . . . get their academic work done first. And one of the more productive things I've been able to do here from time to time is to encourage some students whom I see spending too much time around here to get back to their schoolwork.

You went to a small school in the East (Weslyan University/Middletown, Connecticut). How has that experience affected your outlook at a giant Western school like UCLA?

I guess what it did combine in my own formation and my own upbringing was to give me some sense of the importance of every student, which was an available position one could take at a school that small. But I think it has partly carried over to my own outlook even at a place as large as UCLA, though obviously the sheer number of people here makes it impossible to get to know almost every student, whereas at Weslyan you could know pretty much every person in your class, and in the class before you and the class after you.



This place is quite different. Here we have a problem of size. We should remind ourselves that not only are we one of the two largest campuses of the University of California, but in terms of the acreage for the residential campuses, our 411 acres, if I'm not mistaken, makes us not only smaller, but significantly smaller than any other campus. Hence, we're very crowded. But all that notwithstanding, there are a lot of very good things which go on here. I think part of our work in this office and part of the work of students in student government and students in many of the various interest groups which we advise, is to make this place a more hospitable environment for fellow students, and also for those staff and faculty who wish to become involved.



Southern Campus 1975



"We have a lot of people in my work doing rather esoteric jobs which do not bring them into daily contact with students. It's the result of Parkinson's Law; if you add a Dean you have to add two Assistant Deans, and each Assistant Dean has to have two assistants, and finally each of those assistants must have two assistants. While the peak of the pyramid is up here, the base of the pyramid disappears off both sides of the horizon. So there are a great many people involved in staff paper work . . . the maintenance of the bureaucracy . . . We have to decide how to reduce this pyramid, and that's the hard job."

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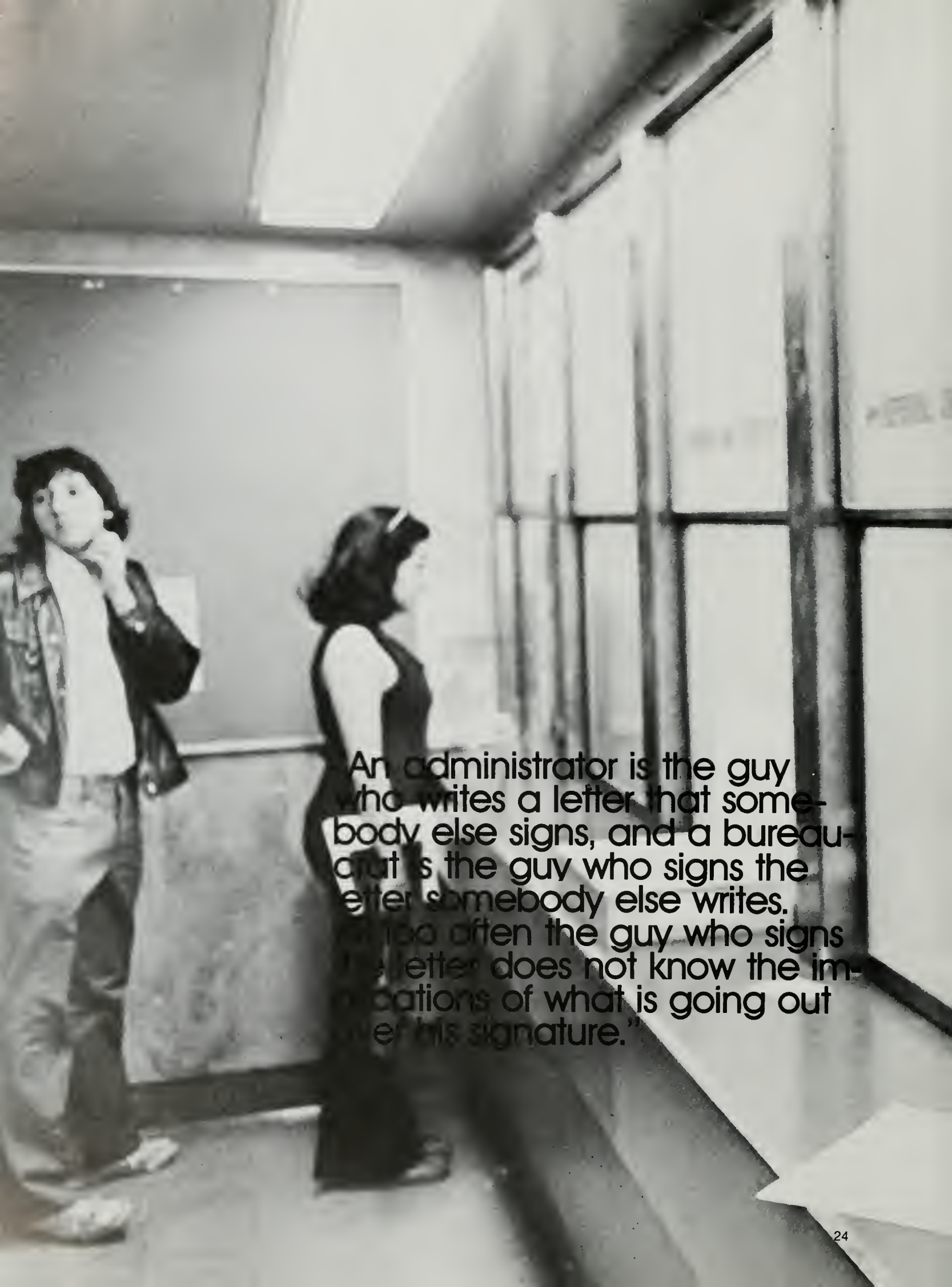
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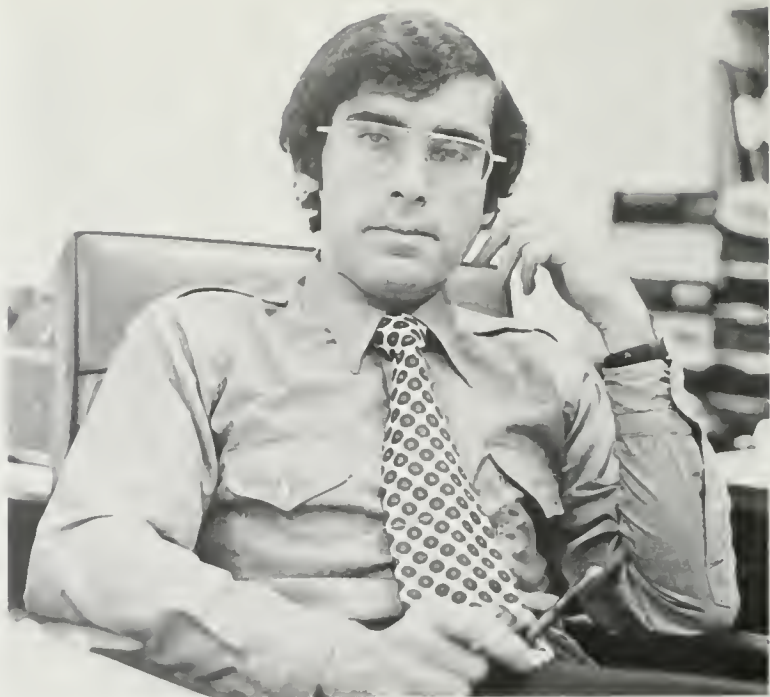
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 FISHMAN, I.
 FLORES, B.



An administrator is the guy who writes a letter that somebody else signs, and a bureaucrat is the guy who signs the letter somebody else writes. Who often the guy who signs the letter does not know the implications of what is going out over his signature."

← GENERAL ONLY - REPORT TO



ALAN F. CHARLES
Special Assistant

UNIV



JAMES W. HOBSON
Vice Chancellor — Administration



Seated, left
Lawrence,

UNIVERSITY POLICIES COMMISSION



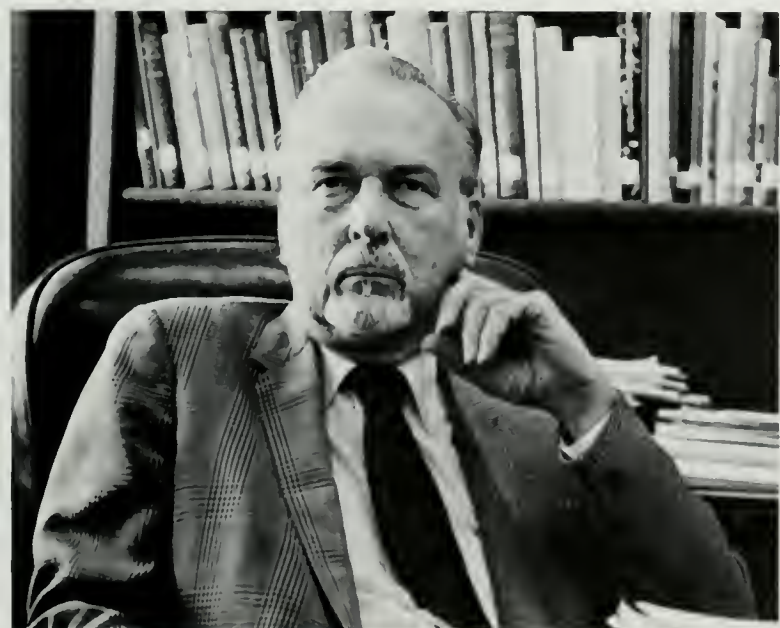
From left to right: Larry Pierce, Alan Katz (Chairman), Dena Ginsburg. Standing: Don Hartsock, Anne
Helen Pochin, Stuart Needman, Glenn Graves, Thelma Jackson.



LAWRENCE DREYER
Director - Financial Aids



DOROTHY WORKMAN
Director - Undergraduate Admissions



ROBERT S. KINSMAN
Associate Dean - Graduate Division



SARI HALASZ
Director - Graduate Admissions

BYRON H. ATKINSON
Dean of Students



BRUCE BARBEE
Associate Dean of Students

MARY JANE KREBS
Associate Dean of Students





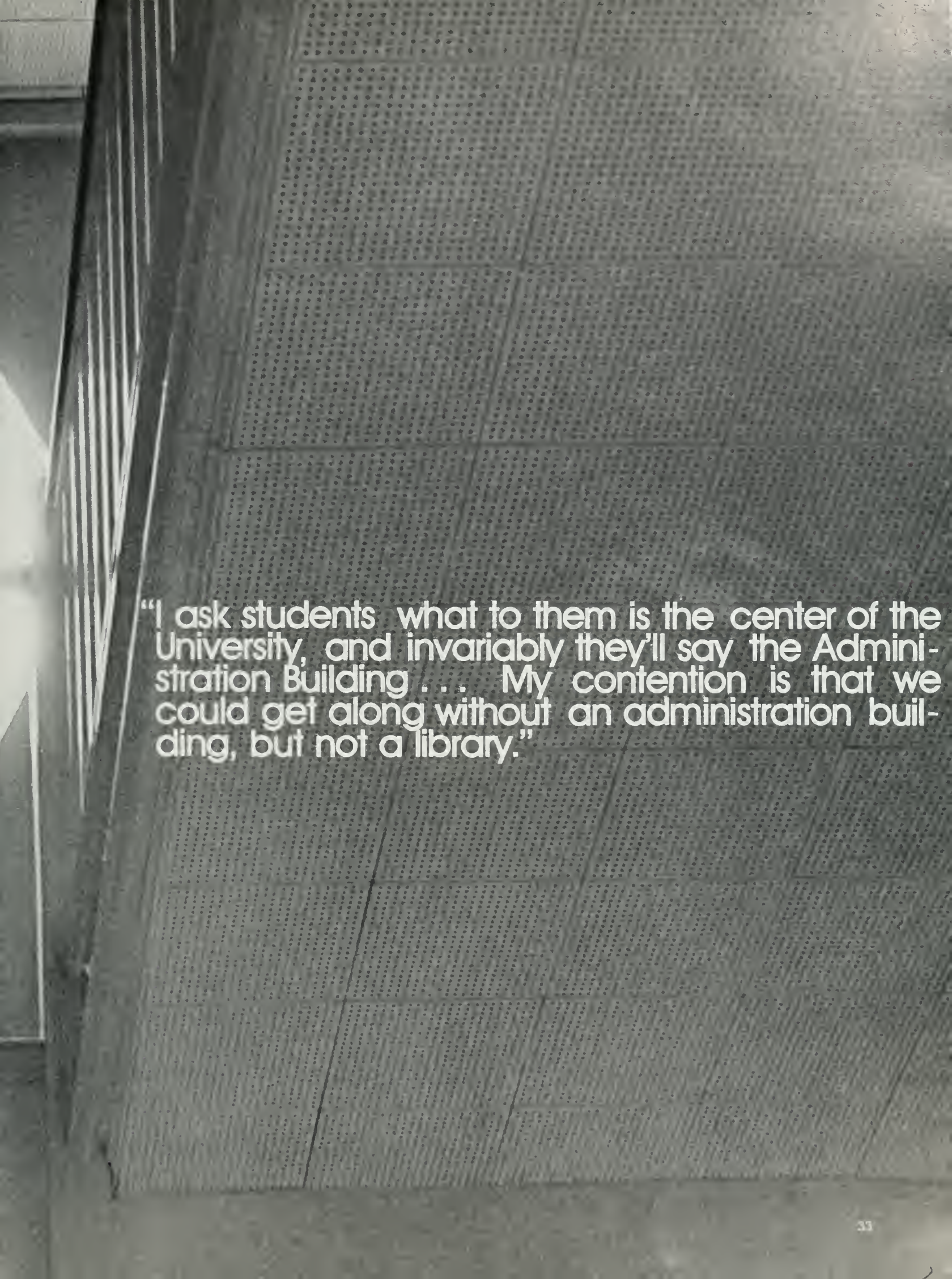
CHRIS FISHBURN
Assistant Dean of Students



STUDENT CONDUCT COMMITTEE

Left to right; **David G. Farrelly** (Faculty Representative), **Douglas R. Drew** (Undergraduate Representative), **Victor Moheno** (Graduate Representative), **Paul Boland** (Chairman), **Archine Fetty** (Faculty Representative).





"I ask students what to them is the center of the University, and invariably they'll say the Administration Building . . . My contention is that we could get along without an administration building, but not a library."



JAMES M. KLAIR
Manager - Campus Activities Service Office



THOMAS REEVE
Dean - Campus Programs and Activities Office



NORMAN P. MILLER
Vice Chancellor - Student and Campus Affairs



CHARLES T. MCCLURE
Dean - Campus Activities Office



MOSES GREENFIELD
Chairman - Academic Senate



STANLEY CHIN
Registrar

REGISTER

STEP II →



INTERVIEW:



CHARLES YOUNG

Charles E. Young succeeded Franklin Murphy as UCLA's Chancellor in September, 1968. He is 44 years old. Southern Campus spoke with Young on Tuesday, April 29, 1975.

You've been a student, a teaching assistant, and an administrator here. Exactly what is it about UCLA that attracts you?

UCLA has always been a tremendously interesting place, as far as I'm concerned, ever since I first came here. It's interesting, dynamic, growing. It's a unique institution — there's just none other like it in higher education, at least not in public higher education. The only institution that approximates it in terms of rapid growth in a qualitative sense is the University of Chicago.

UCLA is, for all practical purposes, about 55 or 56 years old now. It's one of the top seven or eight universities in the United States — if you are able to come up with a really objective analysis, which you can't since analyses always lag behind. There's a gap in the evaluation of institutions, in terms of prestige, both going up and down. In other words, if one is going down the effects of that aren't known until some time after it has really occurred, and an institution that is going up — the perceptions always lag somewhat behind the actuality.

But in that rarified atmosphere it doesn't make a hell of a lot of difference. The top two or three are in a group and the next five are in a group and the next five to seven are in a group. We're in the second group. We're not up with the Berksteins, Harvards, Yales, and Princetons. We're in the second group . . . and growing very rapidly in distinction. It's a fascinating place to be involved. It's like a big city. I find cities to be where I enjoy being; in part because of the breadth and the excitement and the variety and the ability to gain anonymity if one so chooses, which I occasionally do.

It's just altogether a fascinating and interesting place, with a fantastically good student body and a fantastically good faculty. We've been extremely successful in getting and maintaining the best faculty in the country. We lose very few people. We are able to get an unbelievably large number of people we really want at UCLA — which is another indication of the quality of the institution . . . people's feelings about where it's going and how it's getting there.

Can you describe your job to me?

I can't think of a more complex job in the world than being the head of a major American University. It combines the kinds of things that you find in so many other kinds of jobs. Look at it in a kind of functional or structural sense. This is a community of 50-60,000 people, when you count students, faculty, and visitors.

I haven't looked at the total budget picture this year, but my guess is I won't be more than 5 or 6 million off if I say that, looked at from a business point of view, it's a 300 million dollar a year business. We will bring in income from three major sources: the State, the federal Government and a third, which is student fees, sales of goods and services, fees for specific kinds of activities, the hospital, parking service.

We will take in and spend more than 300 million dollars.

It's extremely complex in terms of the governance, in terms of the degree in which you involve a large number of people in the decision-making process, at least in terms of consultation. Some parts of the decision making process are indeed delegated. Although in some ways the

best way to describe my job would be to say I'm the head administrative officer of UCLA, and therefore primarily responsible for everything that happens here, there are some things which delegation has sent directly from the Board of Regents to the Academic Senate, which complicates the matter. It means that I have no authority in those areas and yet in terms of responsibility I'm still the one who is looked to when anything goes wrong.

The degree of delegation is very small. It has to do with the curricula and the granting of degrees and establishing criteria for admissions. But though it's small, it's an extremely important part of our endeavor.

But with all the growth, internal and external pressures put an inordinate demand on the administration of an institution like this. And those demands are increasing in a geometric fashion.



In the twenty years since you first came here as a student, how has the school changed?

It's grown, it has expanded a lot physically . . . more students. It's moved a lot in the direction of the graduate level program. There's been a very large growth in the Health Sciences, from a small medical school to an extremely large Medical School, and the development of a Dental School, development, almost from scratch, of a School of Public Health, although it did exist.

We have moved from what was still very largely an undergraduate program in professional areas to almost a completely graduate program, with a few very minor exceptions. Now we have small programs at the undergraduate level.

I think we now have a much more beautiful, though much more varied campus than existed when I came here. It's aged, it's matured, it has gotten more self-confidence, and that is extremely important.



You're completing your seventh year as Chancellor. How have you changed?

I've gotten older, maybe a little wiser, maybe evened out a little bit. I'm still pretty mercurial, given on occasions to letting my temper not get the best of me, but perhaps using it. I've learned a lot. I've been extremely happy in the job.

I think the same thing has happened to me which has happened to most people — not all, sometimes the reverse happens. I think I have tended to become somewhat more conservative in my views as I have aged or as other things have happened over the years. I don't know if it's age that brings that about or not. I still consider myself a liberal, but I'm probably somewhat on the edges of that. My commitment to the educational process has deepened. On the other hand, my realization that there are alternative means of achievement has grown, the recognition of viable alternatives to higher education.

I've lived through some very difficult times in terms of the pressures of a job like this, with demonstrations, physical assault, and so forth. Those have left some scars on me, made dealing with students perhaps more difficult than it might have been at an earlier date. Although I think that's kind of turning around. I'm relaxing a little bit more. I'm a little more relaxed in regard to the University.

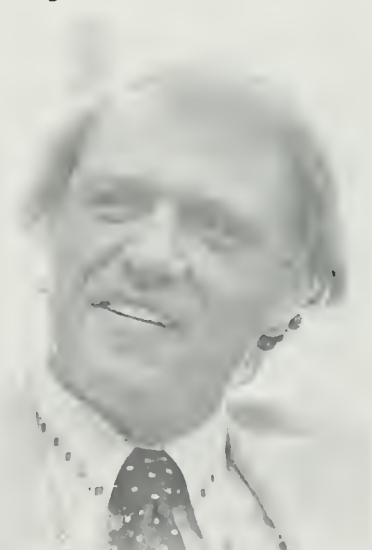


What kind of plans do you have for UCLA in the next few years? What changes do you foresee?

For this place there are still a lot of things that are undone. I consider part of my agenda to be completion of the physical plant for all intents and purposes. We're close to it. There are three or four more major building additions which I want to see moving ahead, and there is the whole problem of eliminating the substandard seismic conditions in the major older buildings. I don't think they're unsafe — I don't think anybody would argue that — but we've got to meet new standards and I think we've got to get that resolved.

Getting what I call the core of the campus built, the Westwood Plaza development, with the new Alumni Center, the Sports and Recreation Center. The development of the malls that will replace the jumble of Westwood Blvd., and the Bruin Walk East — Bruin Walk West which will turn that into a beautiful center of the campus.

That's going to be done primarily through the donation of private funds. That means the completion of the present time, at least 20 million dollars. A large part of that, at least seven or eight million, goes into the physical changes in that part of the campus. But also increasing tremendously the endowment of the campus, especially named chairs in a variety of the schools and colleges.



Finally, continuing to build the administrative mechanism and its ability in planning and budgeting in the kind of steady state situation in which we find ourselves. When those things are done I'll be quite happy to leave the place in somebody else's hands, but that still requires a few more years' work. I'd like to stay around to see those things accomplished.



Southern Campus 1975



POWELL
LIBRARY



POWELL LIBRARY



PAGE ACKERMAN
Librarian



UNIVERSITY RESEARCH LIBRARY



CHARLES Z. WILSON
Vice Chancellor - Academic Programs



JOHN C. RIES
Associate Vice Chancellor - Undergraduate Affairs



PHILLIP FRANDSON
Dean - University Extension



ROSALIND LORING
Assistant Dean - University Extension



R. EDGAR RETZLER
Assistant Dean - University Extension

CAROL K. ADAMS

Administrative Assistant - Evaluation of Instruction Program



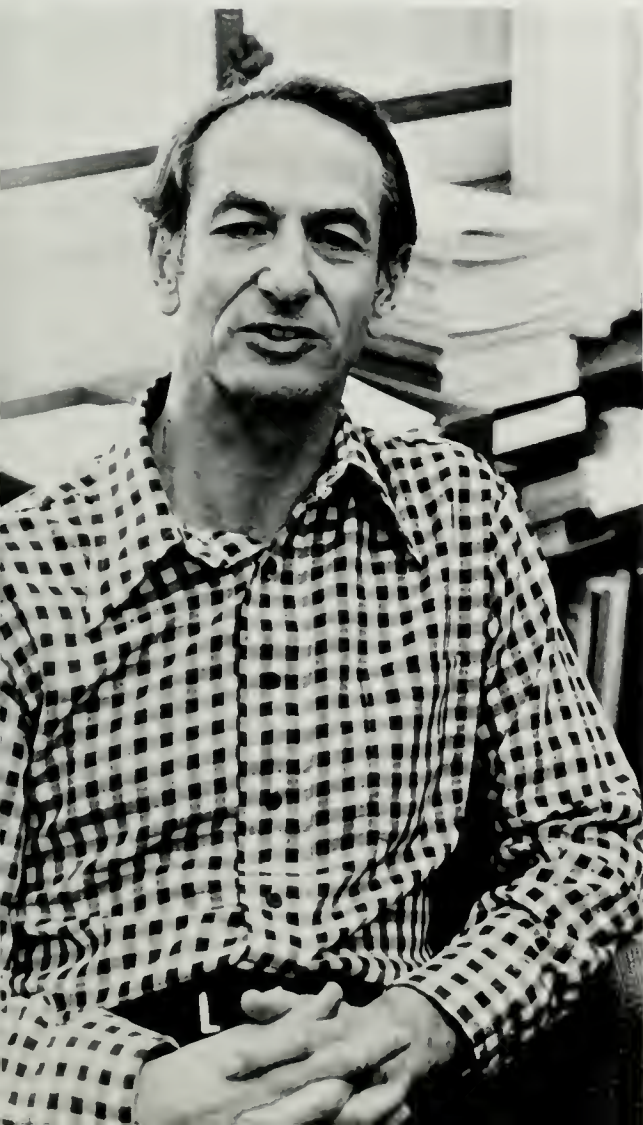
CONNIE BYERS

Executive Assistant - Associate Vice Chancellor - Undergraduate Affairs



VIVIAN FREEDMAN

Director of Planning and Evaluation



GUIDEPOST 75

Left to right: Douglas Drew (editor-in-chief), Frederick Tuttle (advisor), Hermann Kruk, David Higuchi. Not pictured: Peter Rich and Frank Pace.

LEONARD FREEDMAN

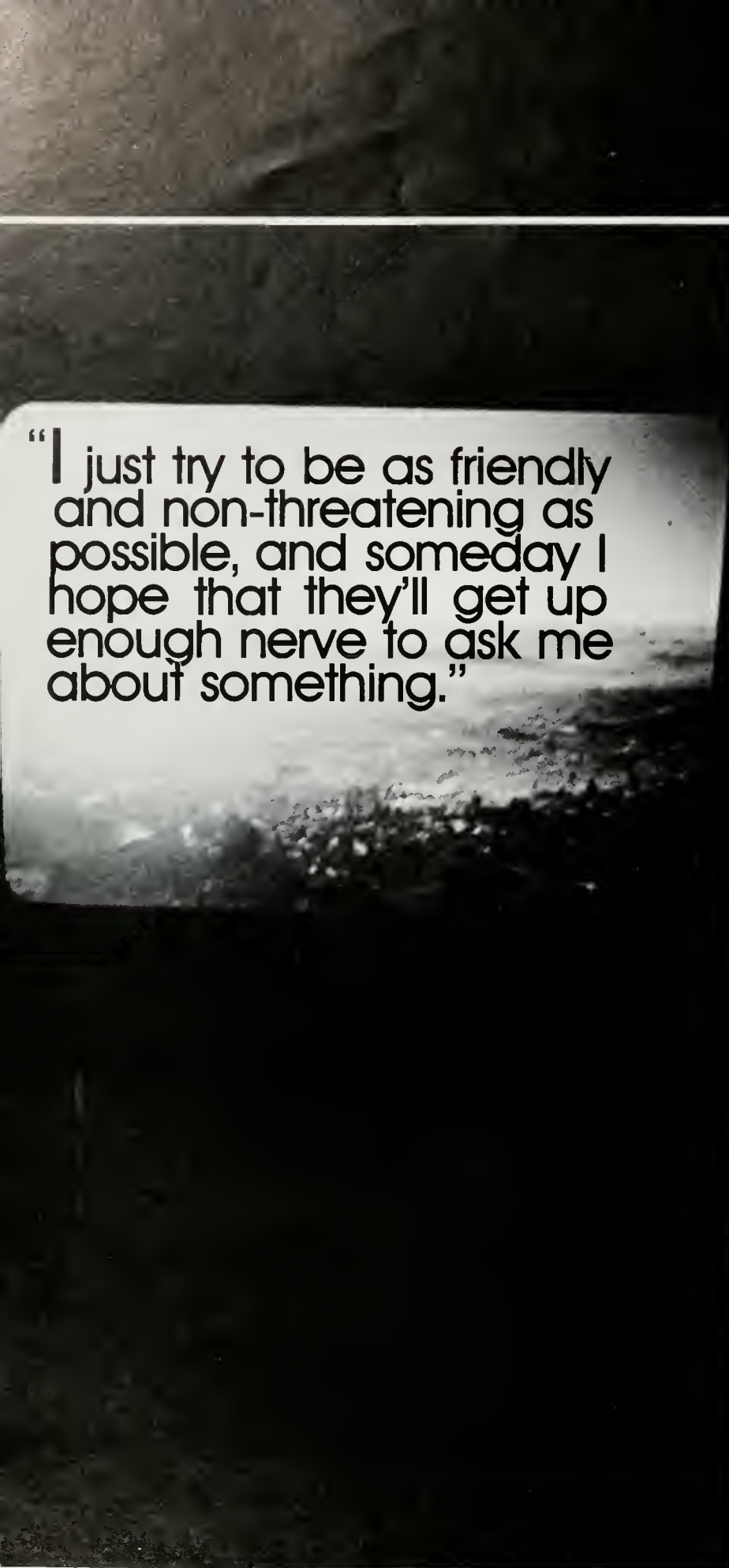
Dean - Division of Extended Studies



"I've found that often a student who leaves the University will not have studied, or at least nine-tenths of what was studied. The problem is that ninety per cent of you who work



udent's career after they
not involve anything they
y per cent of what they
you don't know which
t need."



"I just try to be as friendly and non-threatening as possible, and someday I hope that they'll get up enough nerve to ask me about something."



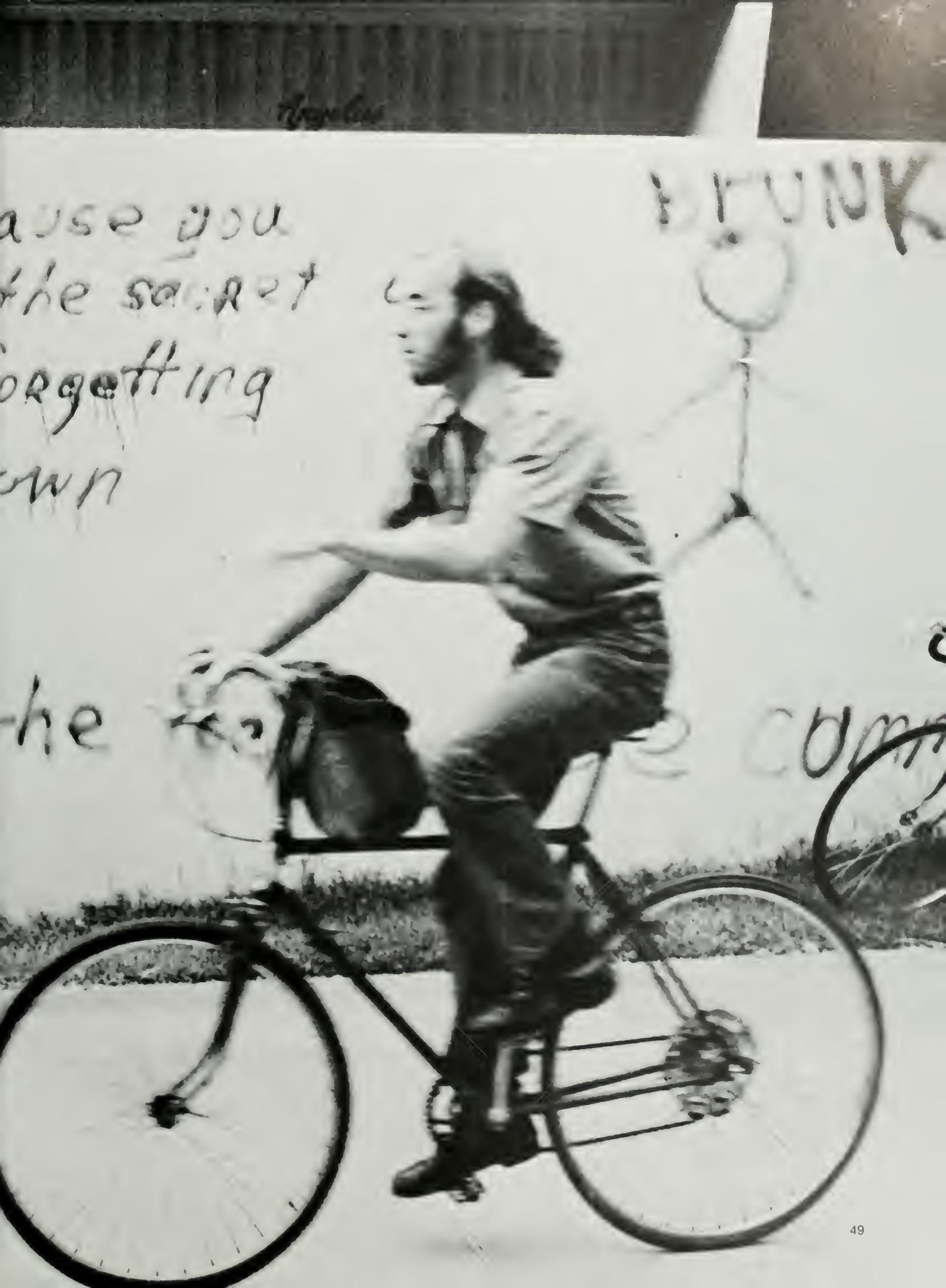




“Our department is falling down around our ears. It’s just going to the dogs . . . I just wish I could tell you all about it. People are running it who don’t know a damn thing about it.”

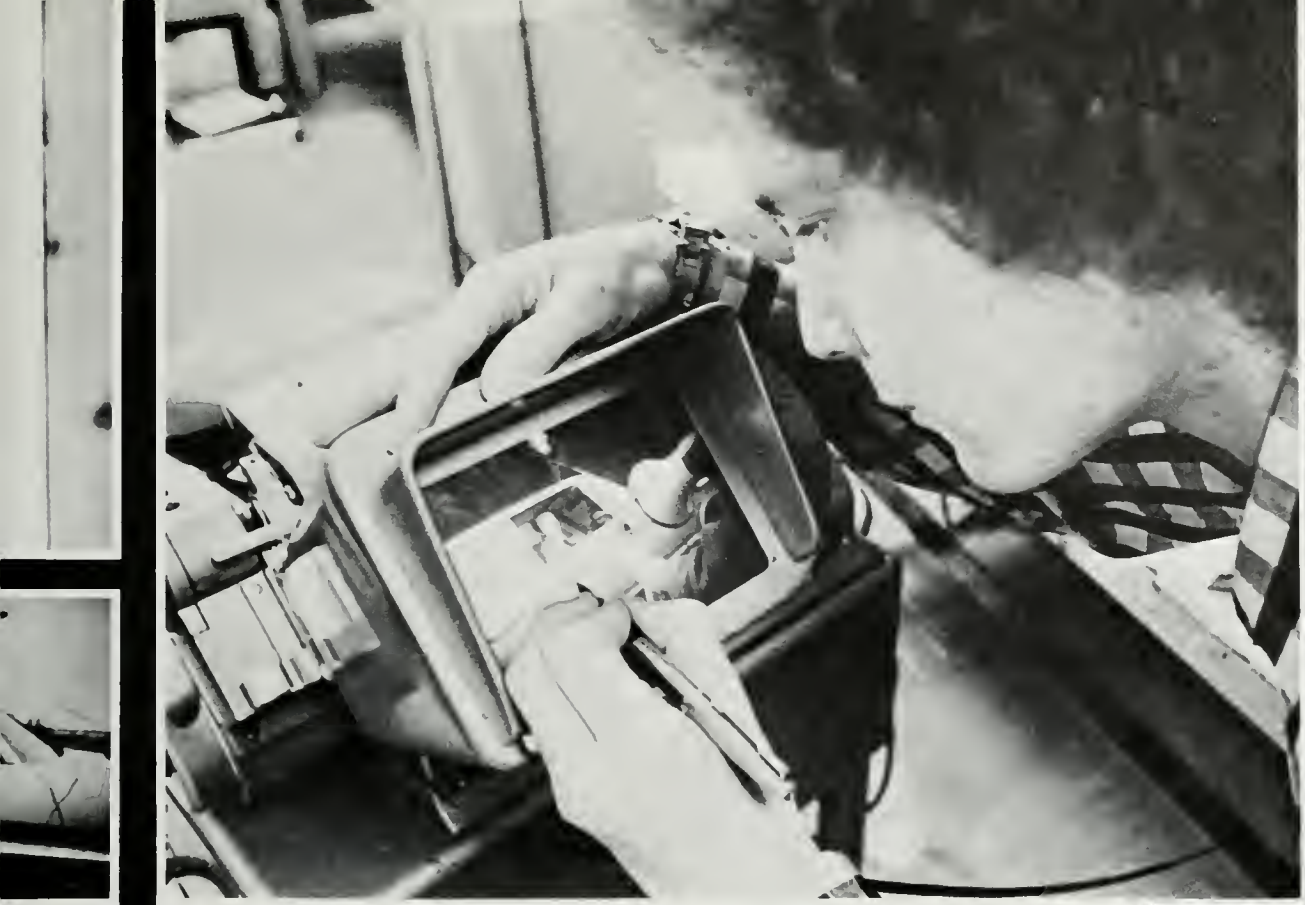
“I have a pretty good rapport with students after the first week. It’s just that during the first week they come and bother you with all sorts of requests . . . Perhaps they didn’t get into the class for reasons x, y, and z, . . . perhaps they need a favor of the professor of some other sort. They all come together in a rush during the first week – when you’re trying to eat your lunch, trying to pee. The first week is not the right time to ask a prof to look at last quarter’s exam. The first week isn’t the right time to ask a prof for any sort of special favor . . . well, at least you waited until the second week to ask for an interview.”

Humanity I love you be
are perpetually putting
life in your pants and
it's there and sitting
on it
and because you are
braver making poems in
of death Humanity
I hate you



"Theatre Arts is a different major in that you are totally involved. You have to be there on the weekends, sometimes you have to be there until 11 at night . . . on Saturday mornings . . . Whatever. Classes are my extra-curricular activities."









"Most faculty stick too close to their subject. The subject is very important to them, and they can't realize that to the student it may be totally inconsequential. Most teachers have such a god-damn big ego about what they teach - that this is the greatest course in the world. You've got to maintain a perspective . . . students have a balanced life outside of school, and even if the subject is important now, it may not be important five years from now."



"I'm a firm believer in doing what you
didn't like it here, if I didn't like
here." After all, for all I know
and it would be terrible to block



that you like to do in life. So if I
teaching here, I wouldn't be
you only get one crack at it...
w it.







"A lot of my students don't realize that I do know their name. They're the people who are flabbergasted when they come up and ask for a test back, and zip, zip, there it is . . .

'How did you know who I am?'



"The concern for the student
Everybody over in Murphy Hall is so busy she
supposed to do, somehow the student
T.A. that's what I think



s what's so often missing.
ing paper around and doing what they're
t always gets lost in the shuffle. As a
to get around."

DISTINGUISHED TEACHING AWARDS

The following statements are provided by the Alumni Association.



ALMA M. HAWKINS

Professor of Dance
Harvey L. Eby Memorial Award for
The Art of Teaching

Alma Hawkins has long been recognized and loved as a visionary in dance education and movement therapy. As founder and chairperson for twelve years of the UCLA Department of Dance, she has been for students and colleagues here and for artists far beyond this campus a model of grace, discipline, and compassion. One of her former students catches best the art (or the magic) of Professor Hawkins' teaching: "A really great teacher does not apparently teach things. The student learns and thinks he did it by himself. I am grateful to Dr. Hawkins because she let me get something of my own. She made me feel strong."



MORRIS K. HOLLAND, **Assistant Professor of Psychology**

Morris Holland possesses that rare ability to make difficult concepts understandable and exciting, combining warmth and humor with clarity and content. He creates an active learning community in which his students become challenged to go beyond the facts to a deeper understanding of the underlying problems and implications. His reputation as an innovator in methods of instruction is complemented by his sincere concern for all aspects of his students' experience, and by his profound respect for the abilities and worth of each student. The effort he applies to bring out the best in each individual is reflected in his students' admiration for him and in their achievement.



PAUL SCHACHTER

Professor of Linguistics
Distinction in Graduate Teaching

Paul Schachter goes to quite remarkable lengths to prepare himself and his students for genuinely insightful and productive discussions of current linguistic scholarship. In his quiet, unassuming manner, he satisfies the most demanding advanced students with the exhaustiveness of his careful approach to any problem. Even his doctoral students doing fieldwork receive long, detailed, and helpful analyses of materials they send to him. As one former student in Africa writes: "After studying his letter carefully, it suddenly dawned on me that Paul Schachter sitting 10,000 miles away was explaining things to me about a language he had never heard. My notion of what constitutes linguistics was set that day and has not changed since."



STANLEY A. WOLPERT

Professor of History
Stanley Wolpert is "a complete teacher." His deep concern for students, exciting classroom style, dedication to critical and scholarly excellence, commitment to educational innovation, and deep personal involvement in the educational process are hallmarks of his teaching. His contributions to teaching excellence, however, go much beyond his own classroom, leading the way on campus toward a richer education for students of all levels.



RICHARD W. YOUNG

Professor of Anatomy
The unique and effective teaching innovations created by Professor Young over the years have been instrumental in the magnificent organization, development, and presentation of his courses. This, together with the unlimited time, effort, and compassion he extends to his students, both in and out of the classroom, have contributed immensely to his recognition as a truly distinguished teacher.

INTERVIEW:



DAVID SAXON

On July 1, 1975 David S. Saxon became the 14th President of the University of California, succeeding Charles J. Hitch. He is 55.

When this interview took place Saxon was dividing his time between two jobs; UCLA Executive Vice Chancellor and UC Provost. He had been Provost for less than a year.

Saxon was born in Minnesota, earned his degrees at the Massachusetts Institute of Technology, and came to UCLA in 1947 to teach physics. But in 1950 he refused to sign a loyalty oath that has since gone out of existence, and left the University. Fourteen years after his return in 1953 he received a Distinguished Teaching Award.

Saxon is a quiet, thoughtful man, almost shy. But he exudes a warmth and a friendliness that are disarming. It is easy to talk to him — despite his position, one feels quite comfortable, almost at ease. But his depth of knowledge is unmistakable; he listens intently, responds carefully. You are aware that he is a serious thinker.

Southern Campus spoke with Saxon on Tuesday, April 29, 1975.

You were born in the Middle West and went to school in the East. How did you decide to come to UCLA?

It was a time after the war when there was a huge demand for young physicists — physicists are supposed to be young, that's part of the lore about them. And very few had been turned out. There was a broad spectrum of opportunities available. Places to go.

At that time everybody was talking about building great institutions. I felt that most of them didn't have the foggiest notion of what was involved in building a great institution, how difficult it was. When I came to UCLA, I said to myself, "They know, because they have a great University. Berkeley's a great University. When they say they'll build a great University, at least they know what's involved in the way of attitudes, and in the way of resources, and everything else that goes with it."

Secondly, I felt that in addition to that kind of knowledge, there was a certain historical pressure operating there. The population in Southern California was growing; therefore, there was going to be a continuing pressure to build up this institution. There would be encouragement to do it. It would be difficult, but it was going to grow, and so I felt it had an outstanding chance to become an outstanding institution. It seemed like a very exciting kind of enterprise to participate in.

There was another point. There was going to be a great burgeoning of the public sector of higher education; I should have added that.

It never occurred to me that it would take so long. That was in '47, and it didn't become really first-rate until the Sixties. If anybody would have told me that, if I would have known that, I might have felt differently. It took a long time. These things don't happen very rapidly, even when you have everything going for you.

So that's really the first thing. And then I was deeply interested in teaching and in doing physics. And I mean both. I was never confused about the university as a research laboratory. I've always felt that teaching is an absolutely essential part of the function. If I hadn't been interested in teaching, there were other opportunities available, especially in research. In fact, I was at one for a while. I took a cut in salary to come to

UCLA. It was the environment I really wanted to be in. And I knew once again that the physics at the University of California was absolutely outstanding — the Physics Department at Berkeley in some ways was the greatest Physics Department in the world. I felt it was the right kind of institution to be associated with.

So, I came for those reasons.



What about becoming an administrator?

I think the transition to administrative roles was unanticipated, unplanned, and would never have occurred to me at all at the time, that it was something I would be doing. Our Department was a very rewarding place to be. We all shared in its governance, from the lowliest assistant professor to the most august professor, all discussions were completely open, meetings were open; we discussed all issues. It was a wonderful experience to participate in that.

It was kind of understood that in the fullness of time — Chairmanships rotated — there might be a time when one would serve as a Chairman. I expected that. I didn't plan on that either, but I thought that at some stage, I would likely be Chairman of the Department for a few years, like other people. I never felt that deans or chancellors, or those kind of people were very important to the life of the university. Their job was to make it possible for departments to exist and to function, and that's what I wanted.

Being Chairman is a very difficult job, very demanding. You have to deal with your colleagues, make judgments about them. But being Chairman was a temporary assignment. The major break came when I agreed to be Dean of the Physical Sciences in the College of Letters and Science. And I resisted that very strenuously. I said no several times, because I knew that represented a genuine discontinuity, a

genuine change, a genuine stepping away from my home in this University, which was my department. I couldn't be a member of the Department in the ways that I had been before. I would have to make judgments about it and other departments. There is a certain arms-length relationship which is essential.

Dean Rolte, then Dean of the College, was the man who persuaded me. I kept saying to him, "Why do you want me to do it? I really want to be a physicist and stay in my department." I even gave him names of some other people. But he finally said, "You're one of the few people I know who can say no to people without getting them angry . . . not making them mad."

That just took me aback completely. I thought about it for a while, and I said, "You know, if you're right about that, that's a good reason to become a dean." He said, "Well, think about it," and that led me down the road to Hell; that was the first step.

And it turned out that once I made the decision and began to do that, to break those ties with my department, every other decision was relatively mine. In other words, once I had become a Dean, the step to become a Vice Chancellor wasn't all that damn big. It was a broadened purview, but it was never a goal. It didn't occur to me that that was something I'd end up doing any more than it occurred to me that I could end up as President. It was not part of my expectation at all.

I doubted that I would want to do that because another kind of break comes, and that's the break from UCLA. That's been my home for a very, very long time. But it turned out that when discussions got serious, the opportunity to become President of one of the outstanding educational institutions in the world was just a challenge so stimulating that I couldn't say so. It was just too exciting a possibility.

If you believe in education as I do, you understand that I couldn't live with myself if I didn't do it. That's the end of a long story.



So now you're the President of the University of California. How does it feel?

I have mixed feelings. I feel quite exhilarated, quite excited. Most of the time. Part of the time, fright, worry. It's a very visible thing. There's no way to make quiet mistakes in this business. If you make mistakes, they'll be very noisy.

On the other hand, I guess I'd have to say that I'm qualified for the job, or else they wouldn't have picked me. I love the institution. Love the educational process. And so I'm very eager to engage in it. It's a learning experience. You learn so much.



As you go into the position, how do you describe it?

The President of the University of California has a number of roles.

I think there are certain ways in which the President must represent the University; for example, to the public. Certain representational roles are important, and that, I think, in a way caused the Regents their greatest difficulty in deciding for the job. It's not a role I've played — I have spent my time inside; I haven't spent my time doing those things. My job didn't call for it, and I think it's important that I prepare to do it.

Second, there's a certain situation in which the President has to

marshall the forces of the University as a single institution. The University is on the one hand nine campuses, somewhat independent. After all, each of them is geographically distinct, each has its own programs, each has its own students, its own perceptions of itself. And the action is there, that's where the fundamentals take place. It has to take place there.

One of the things that the President has to do constantly is make sure people aren't confused about that. They have to know that Murphy Hall is not UCLA, UCLA is out there, not in here. And University Hall is not the University. And I think the President has to remind people of that all the time. Tell them about the University and what the roles of the administrators are.



There's also the sense that the University is not just nine campuses; it is a single institution. And the President, therefore, has a special role to play: identifying those issues and speaking to them.

For example: budget. The University is not — cannot be — simply the sum of nine campus budgets. Even if each campus budget, were it a separate institution perfectly sound — think about libraries or think about alternative kinds of programs — then you begin to see that there's an opportunity to do things together which no institution could do by itself. The University does some things better than any single institution could do.

Then there are elements which involve again the University as a whole; for example, the mandate to admit all qualified students. That's not something which by its nature can be left to nine independent campuses. Each one can't arbitrarily decide how many it will admit, because that wouldn't add up to our commitment. That's something that needs to be worked on. But there are other examples of that sort of thing.

I think the President has to articulate and identify what those issues are — in those areas where it's indispensable for the University to be a whole — not simply refine those relationships.



You've been criticized for your role here in the departmental cutbacks of the last few years. Journalism and Speech for example. Now you're President of the whole University system. Can you tell me something of your plans in this area?

I don't want to appear to be defensive on this, but let me talk about it in my own way, not the way the newspapers have done it. I didn't cut UCLA's budget — never recommended it to be cut. It was cut by Governor Reagan. And there was a series of cuts. Some were program cuts and some were just cuts. Our job — it wasn't just mine, it was also Chancellor Young's and the Deans' — was to find ways to economize to those cuts.



We agreed, all of us — faculty and administration alike — that it would be irresponsible to simply cut across the board. You can cut certain things that way, but when you have faculty with legal commitments; like tenure or appointments, you can't arbitrarily terminate them. So when we began to look at it very hard in terms of legal commitments — where do we have legal commitments beyond the current year? — we began to see that if we went that route we would have really major distortions in the way the program would work.

So we tried to do it on a program basis, tried to identify the things that were strong — the things to support at all costs — and the things that were not. That's what we did. My present objective is to not get in that situation again. That's what I intend to argue with the Governor about.

I think the great social problems we now face, enormously difficult social problems, are not going to get solved unless there are talented people concentrating their energies on them. That's what universities are good at trying to understand.



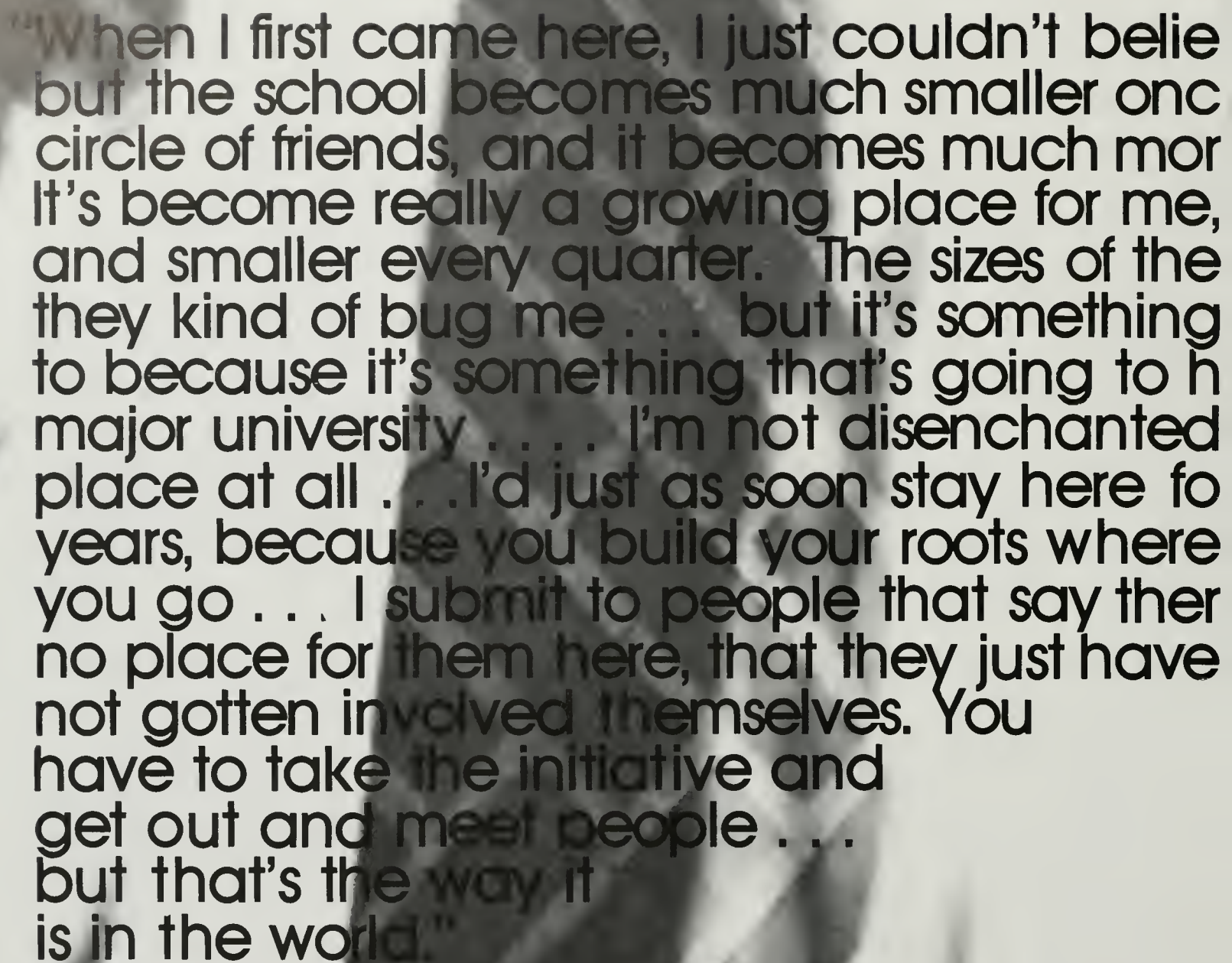
But the political problem is that it's a long-term investment. The payoff is down the road a long way. So the Governor is in a position of having a pressing, immediate problem, and I'm in the position of saying, "Yes, but over the long haul you need to support this enterprise, because that's the only way we're going to solve these problems."

Times are hard, but I am absolutely convinced that it's a wise investment in terms of the resources of the State to support the University.


Southern Campus 1975

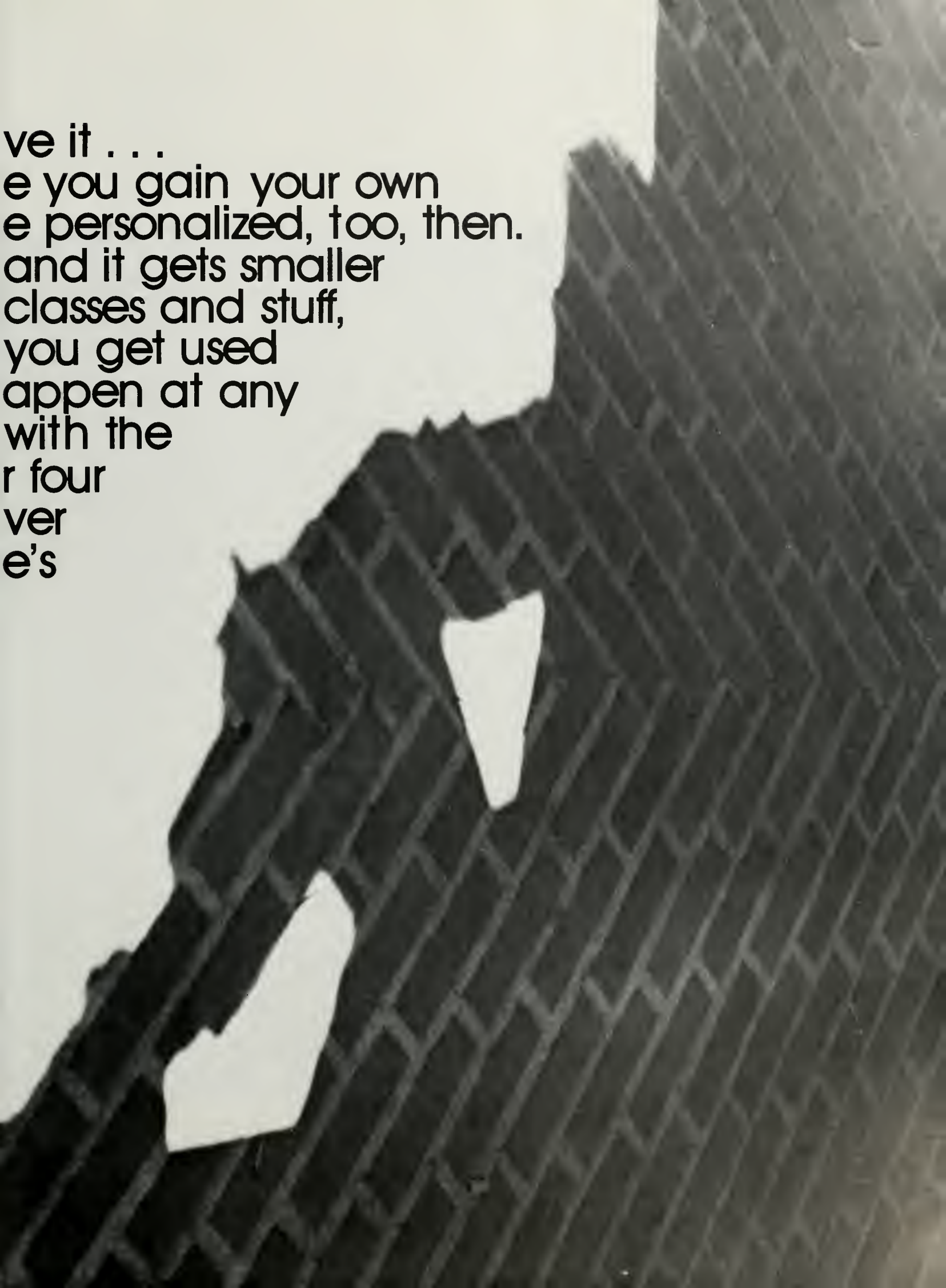


“I think this is a practice ground. I think the whole university’s a laboratory ... and it’s become more and more of a laboratory ... where we get out of the classroom and we do what we think we might want to do ... we test it out ... This is the only chance we get to test out BEING.”



"When I first came here, I just couldn't believe but the school becomes much smaller once circle of friends, and it becomes much more. It's become really a growing place for me, and smaller every quarter. The sizes of the they kind of bug me . . . but it's something to because it's something that's going to be a major university I'm not disenchanted place at all . . . I'd just as soon stay here for years, because you build your roots where you go . . . I submit to people that say there's no place for them here, that they just have not gotten involved themselves. You have to take the initiative and get out and meet people . . . but that's the way it is in the world."

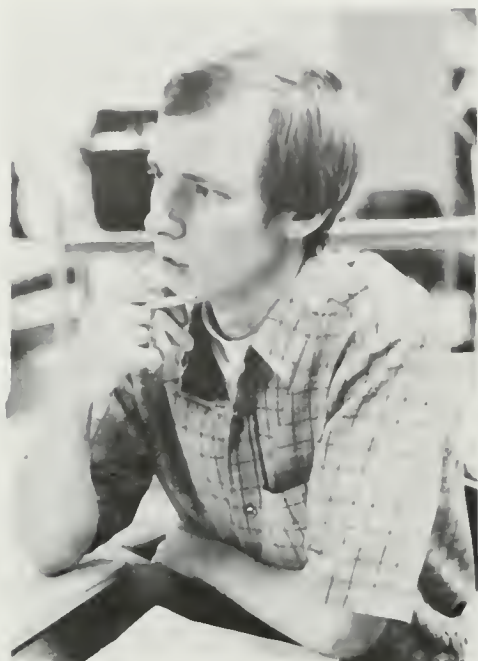
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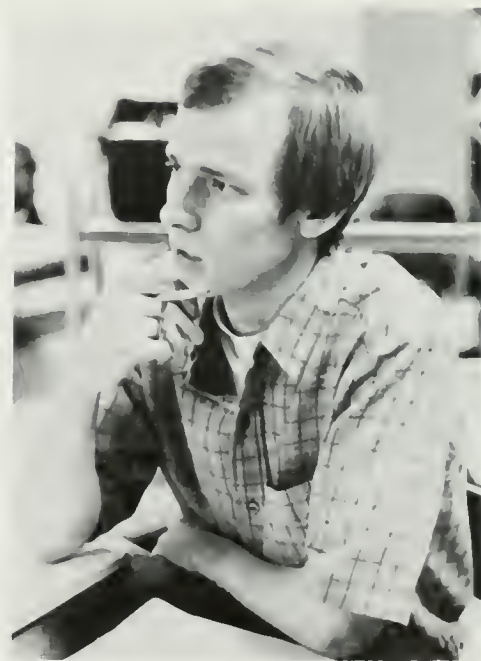




"I didn't get what I expected from my major, but I got a lot more. I got everything that I could possibly want and more outside my major... in other words knowing other people, learning how to deal with people."



“I know it must sound like an awful cliché, that you ought to get involved... I found that if I didn't do something here I would go crazy. Either that or I would drop out of school ...There's just too much of a vacuum.”





**“You”
at least
so many
you have
to do
At a
have
some**



**ve got to be talented to be here,
st mentally, that's why I stress
any other social things ...
ave a tremendous opportunity
velop socially and emotionally.
maller institution ... you don't
to be as outgoing as you
times have to be here."**





“You’ve got to remember ... these people are students; and student government ... is a part of what you’re going through to learn something. This is still a place where you can learn. You can fall flat on your ass, or you can have wild success because it’s a small arena ... but you’re supposed to learn something.”





"As to the University in general, you can be very cynical. You can look at it as a huge training ground for politicians, for all types of professionals who, as soon as they get out of here will more or less forget their so-called liberal education, and end up just screwing people over, as past generations have done, and probably will continue to do . . . You know, it's not really a hotbed of altruism."

"It's a great school. It's got great people here. Unfortunately my department isn't as good as I thought it would be. . .but I enjoy the opportunity to meet other people who are not totally immersed in one subject, as people shouldn't be."



"I sense that there is a lot of active involvement, through not only the environment, but throughout all of the activities that are offered . . . Involvement can be reading the newspaper, you know."



academic



... SERVICE





“The environment can play a large part in the attitudes...it can affect the way you live if the sun’s shining all the time.”

Harry Morris retired this year.

Harry was Publications Manager around here for thirty years. Which means that he had been doing that job for almost a decade before most of us were born. So it is logical that Harry had, in some sense, come almost to represent UCLA publications.

Talking with him you couldn't escape the feeling that Harry had seen it all. He had a kind of serenity about him that would show in his eyes right about the time you were explaining exactly how you planned to succeed where all before you had failed miserably. After thirty years, all that "New Journalism" must have become very old hat.

But Harry was a kind and understanding man who had a unique ability — one that any administrator worth his salt must have — to make you feel that he really wasn't hearing the same idea for the umpteenth time. He seemed to have an endless

supply of patience — which was important, because the student's (and particularly the student journalist's) appetite for patience is insatiable.

And then there was the smile. The pressures of all those deadlines year after year can tear a person apart. But not Harry. He had that winning smile in 1944 when he began as Publications Manager, and he had it on the day he retired. And when he had gone there was a great big gap.

But there was also a big man to fill it.

Dick Kreuz is young and intelligent and quite innovative. And like Harry Morris he is a kind and thoughtful man who doesn't mind listening. The depth of his reservoir of patience will eventually be fathomed by the editors who will follow. But if the pleasures of working with him this year are an indication, then we have only scratched his surface.

Dick Kreuz will be very good for UCLA publications.



COM



Clockwise from left: Byron Atkinson, James Howard, Melani
Cynthia Torres, Sandy Kass, Rich Cahill (Chairman), Donna
Kreuz, Connie Mandel, Arnold Peyser, John Fleischman, Not
Roberson, David Arredondo.

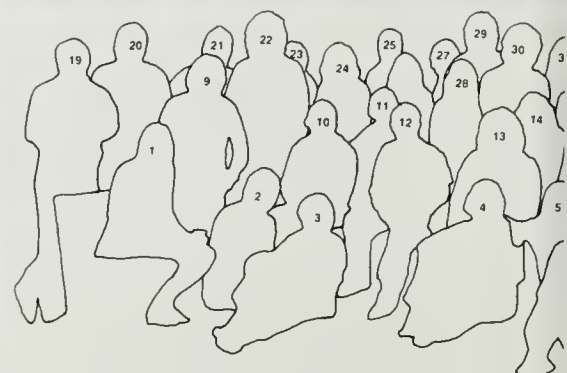
MUNICATIONS BOARD



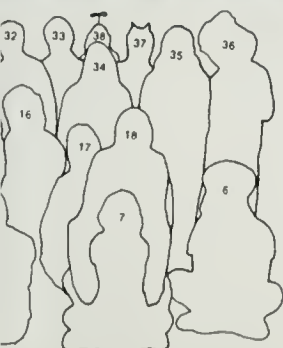
From left: Tom Wetzel,
Steve (Secretary), Dick
Fisher, Herb Vida, Jim



ANNE PAUTLER
Editor-in-Chief



DAILY BRUIN



1. Anne Pautler 2. Paul Iwanaga 3. Mark Rubin 4. Geoff Quinn 5. Patty Crost
6. Eric Mandel 7. Kathy Bartolo 8. Paul Signorelli 9. Glenn Seki 10. Rick
Becker 11. Kenric Ward 12. Stan Himes 13. Gary Knell 14. Karen Green
15. Alice Short 16. Stuart Silverstein 17. Rudy Koerner 18. James Richardson
19. John Fleischman 20. Ed Goto 21. Ron Ostrin 22. Edmon Rodman 23. Jim
Hunter 24. Lori Weisberg 25. Hunter Kaplan 26. Sue Edelman 27. Mike Lee
28. Holly Kurtz 29. Judd Charles Rose 30. Neil Steinberg 31. Leslie Tedrow
32. Lindsay Conner 33. Hal Eckstein 34. Roberta Kaye 35. Susan Jones
36. Dave Peden 37. David Roessel 38. Tony Peyser

HA'AM



Seated: Neil Reisner (Editor-in-Chief). Standing, left to right: Lisa Hecht, Moshe Halfon, Nadine Wildmann, Moshe Grun and Alan Rockman.



NEIL REISNER
Editor-in-Chief

KLA



Left to right, front row: **Mark Tamarin** (Program Director), **Don Lehmann** (General Manager), **Robert Schuitt** (Business Manager), **Bonnie Teklin**, (News Director). Middle row: **Jorge Madrid**, **Craig Kitson**, **Laura Vinick**, **Grenell Almy**, **Barry Grey**, **Cary Ginnell**, **Alex Paen**, **Chris Nevil**, **Cathy Moe**, **David Shear**, **Cathy Rosenstein**. Top row: **Mark Hashim**, **Gary McNett** (Special Programming Director), **Pete Demetrio**, **Dave Gourney**, **Jeffrey Shanofsky**.



DON LEHMANN
General Manager

JOSE HERNANDEZ
Editor-in-Chief

LA GENTE



Left to right, sitting: Maria Martinez, Roberto Gonzalez, Roberto Rodriguez. Standing: Jorge Madrid, Jose Hernandez (Editor-in-Chief), Dennis Guitierrez, Gloria DeNecochea, Vicente Gutierrez. Not pictured: Mercedes Ruiz, Maria Chavez, "Chato" Procopio Palacios.

NOMMO



FRANKLIN STALLWORTH
Editor-in-Chief

Sitting: Rudy Melson. Standing, left to right: Jesse James, Minnie Lee Williams, Franklin B. Stallworth (Editor-in-Chief)

TOGETHER



Left to right, sitting: Mike Lee, unknown student writer
Standing: Julie Williams, Paula Silliker (Assistant
Editor), unknown reporter, Richard Zevnik, Ann
Voorhees (Editor-in-Chief). Not pictured: Darlene
Chan, Stephanie Felix.



ANN VOORHEES
Editor-in-Chief

PUBLICATIONS OFFICE



LEE MONTELEONE
Administrative Assistant

Daily Bruin Advertising: above, left to right, front row; Scott McGalliard, Donna Perea, Tom Yamashita; back row; Paula Six, Vicki Vance, Tad Shapiro, Dorothy Wood.



Below, left to right: front row; Jim Brandt, Ken Berg, Emily Waingrow, Jeff Watanabe; back row; Elaine Feuer, Susan Kane, Anne Young, Greg Johnson.







SUOLA

INTERVIEW:



DON FINDLEY

Don Findley is the Executive Director of the ASUCLA. As such he is actually an employee under the Board of Control, which determines ASUCLA policy. This arrangement is considered unique among American universities. During his five-year tenure, the Association has experienced considerable financial success — a situation that has occasionally produced controversy. Southern Campus spoke with Findley on Thursday, May 15, 1975.

Can you tell me something of your upbringing and education and your career before coming to UCLA?

I was from the Midwest; from Des Moines, and I suppose I've always had an interest in education —

something which more or less ran in my family — and I did very seriously consider school administration as a career.

I decided ultimately not to do that and to go into business, but I kept hoping for the chance to combine my business understanding with my sense of concern for education, and when the ASUCLA job came along it fit in very nicely. I had participated very heavily in extracurricular activities in high school and college . . . and being part of that kind of scene was second nature to me and interesting to me.

I had gone to a small college in the Midwest; Carleton College, and taken strictly liberal arts . . . political science and international relations, but I gave that up as a pursuit primarily because I was never able to conquer the foreign languages . . . But as I got older and learned what things turned me on — what I got a kick out of — I found it was making things happen in a business setting, and that led me to begin my career at General Electric for three years and then go back and take my Masters in Business Administration at Northwestern.

I started night school and finished up in about four quarters during the day and came out as an MBA with an emphasis in Marketing. From there I was in advertising for a while but primarily in the research and strategy ends of it and then went into Management Consulting because I wanted to deal with the total picture of top management, questions of strategy direction, organization, new fields, things of that sort.

I went into management consulting with one of the country's then leading firms in 1962, and was there until I came here; so I was eight years in the consulting field.

Why did you decide to come to UCLA?

I was interested. I had become restless with the consulting business; I was tired of giving advice and not being able to carry that advice forward to completion. As a consultant, you sit at the hand of the King and you whisper in the King's ear or you write him long reports, but you never get to make the decision, and then you never get to make the implementation steps that are necessary as you go along . . .

In essence I wanted out of the advisory capacity, the staff capacity, into the operating circumstances where the responsibility would be mine for making decisions and for making them happen. I sought that; I had always sought leadership positions as far back as I can remember, from the time I was ten or twelve years old, I always just assumed that I was the leader, or should be, and that I could do a good job of it.

So UCLA presented me with that opportunity — to make a change from consulting and to get into an

operating circumstance and also to get into an educational setting.

There's no question, too, that the prestige of the association with UCLA was important. It would not have been as interesting to me if it was the Southern County Junior College. It was a prestigious place, a beautiful place and a place, as I saw it, with great potential. God, I can't tell you, I'd gone down for interviews . . . walking through Kerckhoff Hall and Ackerman Union . . . the place was in a state of total disrepair . . . it was tired, it had been hit by the strikes . . . old trophies lingered on in wall cases . . . the kids did not have enough to eat, the food wasn't very good; the profit and loss statement was almost unintelligible, and if you could read it you could see that they were in a bad situation. The staff was sound — in turn proved to be extremely loyal and dedicated, but it was without leadership at that particular point and was kind of down as I saw it.

That is a perfect situation — if you have super-confidence. When its down, way down at the bottom, and you walk in, it can only go up if you do things right. I didn't now if I could or not. I assumed I could. I had no idea what the financial structure was; I simply didn't know. I had complete confidence that once I did find out what was going on, I could get things moving.



It seems that most students on this campus do not have a very accurate idea of what ASUCLA is all about — other than the bookstore, and food service and student government. Isn't it true that our arrangement is actually quite different than at most schools around the country?

I don't think they understand it generally as well as they could either. Those students that do finally understand ASUCLA come to hold it in high regard and really appreciate it as I do. I don't think there is another structure like it in the country, and certainly there is no Association that would be peer to ASUCLA. Nothing comparable to it in the West.

ASUCLA is probably the finest demonstration of the assumption of

responsibility by students for big and vital functions of the University and then for the clear-headed running of those, that you can find anywhere. I mean that very, very sincerely. I have to say, on the other side, in trying to step around pitfalls having to do with legal language associated with our relationship with the University, that it is also an exciting demonstration of the granting of responsibility by the Administration to the students.

What you have, of course, is historically a student government which sought to do some neat little thinking — to have a popcorn stand at a football game, to then have a football team, to run the bookstore . . . and historically, an Administration who felt that that had nothing to do with education; therefore, the students should completely do that. Out of it, bit by bit, and by some very smart student handling of those matters, grew the basic route of student enterprises at UCLA.

For example: food is of concern to everybody. ASUCLA has the total responsibility for providing food service on the general UCLA campus. No other Association that I know of, of our type, has that responsibility clearly assigned to it, and our Association has taken that responsibility in an unusually productive way, and has shown really good gains. We're not halfway where we gotta go, but we're certainly moving at this point and doing what I used to think was impossible — I think we're running a popular food service, which blew my mind. I used to think the best you could do was run a neutral one, but you can run a popular one.

The students are doing it. So I guess my key point is that ASUCLA is a unique and beautiful example of the granting by the Administration to students of areas of responsibility and the assumption by students of those responsibilities.

This is an unusual situation. If you go back in history, probably twenty or thirty years ago, you would find a lot of . . . Associated Students doing a lot of things of this sort. But that trend was stopped and reversed by a constant assumption of responsibility and ultimate control by the University on campus after campus, and today we really are the last stronghold of what used to be more or less the norm. Berkeley and UCLA really are the only ones.

One of the really unusual things about the Association has been that ever since this building — Kerckhoff Hall — was opened in 1931, the Association has completely paid for all maintenance on the building. It has managed the facility as if it was a student property, and some of us think it is — I don't think that germain particularly, but the point is we operate it, run it, assign the space in it and pay for it totally, and we paid totally for Ackerman Union. Only we and Berkeley, to my knowledge,

have had that kind of responsibility for real estate, for facilities, and carried that out.

Our student unions are totally financed by the activities of the Associated Students of UCLA. They are not a drag on Registration Fees, and by God they would be if they were on a different campus, I'll tell you that. You'd be getting hit for operational costs — you're not. We cover those out of the net revenues from other services that we run. That is a terrific thing for UCLA.



One of the most unique and most valuable aspects of the UCLA campus is that . . . students are so vitally involved in providing the services that they do and are willing to make some reasonable amount of net income, but certainly no great amount, and then turn right around the invest that in the public facilities of the campus — its fantastic.

. . . I'm always surprised at the amount of hassle . . . some of the unnecessary difficulties that ASUCLA has in some of its relationships with the Administration. They seem to regard ASUCLA as some sort of nonsense, as something to be put up with, as a necessary evil, and it is none of those things. It is a very valuable component of the UCLA family in my opinion, and it carries a tremendous amount of responsibility.

So there has been a significant turnaround in the state of the Associated Students since your arrival. What are a couple of the things about that turnaround that stand out in your memory?

Well, I personally believe that the Association's public image bottomed out in that first Spring I was here, in '71 with the Coffee Crisis. It had no place to go but up, and we began doing some things that made a lot of sense to the public.

The Coffee Crisis?

Yes. In 1971 we raised the price of coffee from ten to fifteen cents and the **Daily Bruin** took it upon themselves to run a one-newspaper crusade against ASUCLA food service everywhere, the Board of Control, and

most specifically, Don Findley. We had a wild time for about two weeks . . . they ran 15 straight editorials.

Coffee 1
Coffee 2
Coffee 3

until they got to 15. It was wild and we held the price of coffee, but it created a tremendous amount of distaste which really grew out of situations already there; we already weren't running a good food service and it was a means of outcry. It was almost a social-type reaction, and the Bruin did a very handy job on it. In my opinion, they misused their responsibilities and power. They have never done that since, and I'm glad to say it. If you're interested, I'll show you the front page editorial they ran, the whole front page . . . really — it'll blow your mind.

Anyway, we bottomed out and we then went into a massive effort to orient this campus as to who we were, and what we were doing. We ran four-page ads for the first time in our history. We started a Child Care Center . . . What! — ASUCLA is just supposed to be there to rip them off, they thought. But we started doing things that made sense to the students at that point in time.

You know, the first Board of Control when I came here was poised, ready to stop the check-cashing service.



Why?

They were losing money, and their only response was to stop the service. We still lose money like crazy on check-cashing. But I said 'wait a minute.' . . . remember, I hadn't started the job, it was September 11; I was a month away from taking over a desk . . . and I said; 'well, wait a minute you guys, let's don't cut services you don't have to. How about we charge a dime?' 'Oh, . . . well, how much will that cost?' And they found out that they would still lose money. So I said; 'well let's lose some money, but let's don't cut that service. It's silly to chase the students down to Westwood to cash a check and

have them have their hamburger while they're there.' You know, I'm not that dumb.

It would surprise you, the number of checks we cashed today. These are little unseen things that the Association does that, if you suddenly couldn't get them done here, it sure would make you mad.

. . . Don't get me started on "Cash now Pay Later," because I still think that is one of the greatest things any student ever got. You know how much money we have out on loan on that? We have a cash flow to the student body of UCLA of about \$9,000 daily.

We are loaned out to the hilt . . . much as they want they can have, post-dated check . . . today I would guess \$8,000 - \$9,000 out on loan. it costs them a quarter; 10¢ to cash a check, 15¢ to hold it for two weeks. Its the greatest program going. When visitors come here they just faint . . . look at that! They can't believe anybody trusting students to pay back money like that. We have very, very few default cases. The UCLA student body — this is a little-known fact — is highly responsible and highly honest. You don't think that probably, if you're an average student around here, but I'll tell you its true.

If you treat the student with any sort of fairness, you'll get it right back. Oh, there's always a clown among the group, you know, but the UCLA student body is a trustworthy group. Give them nice furniture, they will not rip it up and mark it up and screw around with it; they will respect it and treat it nicely and they will alter their behavior around it. You give them a bunch of crap, and sure they won't respect it. They're good people generally. I really do mean that. I've got research that proves it, matter of fact.

Another thing is the Bonus. There is no Bonus Program like ours going on any place else that I know of. There's the Harvard Coop Rebate. Washington State comes 3 per cent off the face value of their books on the price tags . . . thanks a lot! But there's no bonus program like this. 52 per cent of the total sales receipts in the store were submitted for Bonus. That's very good. In fact, that's one of the things the students, when they hired me, wanted to know.

They said, 'Can you turn this dump around?' I said, 'Yeah, I think so.' They said, 'How soon?' I said, 'Well, that'd take about a year or two, but I can do it.' 'Okay,' they said. 'Listen we want a bonus back. The worst thing we ever had to do was cut out the Book Bonus. We lost great credibility with our peers and even our mothers hate us. Get the Bonus back.' And I said, 'Okay, I'll do my best.'

Our first Bonus was in the Spring of 1973, just two and a half years after I came. We were able to do it and the Board carried it right through, divvied out the money. Of

course, that first Bonus was just on the Book register. The next one was on everything. And, of course so was this last one. It worked out pretty well.

So there are a few things.



What about the future?

The future of the Association is exciting, as far as I'm concerned.

First of all, our relationship with the University has been clarified, I believe, to be in our advantage. The Statement of Understanding makes very clear a number of responsibilities that were not before that very clear.

Secondly, our financial structure is extremely sound. We know exactly where we are. Our five-year forecasts are very healthy and very exciting, and they're not likely to change unless there is a sudden change downward in the number of students at UCLA . . . like down to 25,000 students. If that should happen, then I would not be able to claim such an exciting financial structure.

Finally, we are now putting in place all the facilities to make this Associated Students have the finest, in my opinion, student-oriented facilities on any campus in the California system to be sure, and among the best on any campus that I've ever visited. The store expansion will not only make the building more attractive and the store a lot more pleasant place to get served, it will also help our financial structure. The A-level renovation — when that comes about, you'll finally have a really neat place here, I hope with a pub. No reason we can't do that. We'll have a craft center which the students have expressed definite interest in. We now have the research data up.

You already have a hell of a place in the Treehouse. It's a good place to eat. It's a moxie food service and it's a neat environment. It's like a restaurant someplace else. You wouldn't think of that as being one of the largest cafeterias in Los Angeles, but it is. Do you know, our food service guy that delivers the produce tells us that he drops off more lettuce here each day than any other place in 25 years as a produce supplier? Ours is the largest lettuce order he's ever had. And it's all union lettuce, I might add.

Talking about the Treehouse — you

must remember, food services aren't just food services. They're also lounges in disguise. Stop and think about it — you go down to the Treehouse right now . . . what that place is, is a lounge supported by the availability of food. I say — and I've talked to the Chancellor about this, and he agrees — I believe you cannot just sit back administratively and decry the fact that we lack at UCLA a sense of campus community. And you don't just have a conference on "How to Have More Campus Community." Let's face it; we don't have a whole heck of a lot of that. So what do you do? I say you have to have a place for it to act itself out. You have to provide a stage for campus community . . .

I don't think very many people understand that, but this institution has been state-oriented; it has built buildings for academic pursuits but it hasn't dealt sufficiently, in my opinion, with the education of the whole person, and understood that there is a heck of a lot of education that goes on outside the classroom. A lot of education is not in a formal academic lecture setting, but is across a table with a cup of coffee; it is an ice cream cone on a bench, talking about whether Descartes knew what he was talking about. That is where education is occurring and that is what a campus is about — it is an association of people concerned with intellectual development, intellectual pursuits, with taste and values and all those things interacting.

And we have to realize that that sort of thing isn't going to happen in some concrete cubicle that somebody thinks is a nice piece of landscaping. It's going to happen over a cup of coffee, a hamburger or something like that, I think.

So you have the Treehouse — you're going to have all the lounges and the meeting rooms refurbished; all of it decided by students; all of it under their control; all of them approving the design — sometimes initiating the design and sometimes actually doing it because we have had student designers work for us, you know.

OK, you've got Kerckhoff Hall restored, brought back to a place of real pride for the students and much better utilized than it used to be — good public areas and then with a coffee house. You've got excellent outlying food facilities, but primarily, you've got a North Campus student facility, a place for students to go. We're talking about floor patios all around, an open-air building with really neat food service, a good lounge, meeting rooms, a place to have a banquet. Almost any kind of thing you want to do is possible up there — even a little store to buy a pad of paper and a pencil if you run out.

So, the future looks, I think, very well. I really think it's going to be super.

BOARD OF CONTROL

Left to right, first row: Lynn Kauffman (alternate), Cyndy Climenson, Don Findley, Ron Sufrin. Second row: Chuck Clustka, Andrea Hill, James Hobson, Harold Kassarian. Third row: Mario Vasquez, Ed Shaw, Bill Davis.



Believe me, don't ever let anybody tell you that the students on the Board of Control do not control that Board because they do, and there is no question in my mind who the heck I work for. I work for the BOC and the majority is six students. If I cannot enlist their support for a thing I want to do, it simply will not happen. That is all there is to it.

It is extremely difficult working for a board of BOC's nature. It's a moving board, constantly changing, usually five out of six change, but also the Administrative Representative may change . . .

What that means is that each year I have to establish relationships, a trust level, a confidence appreciation, with a majority of the Board, from a standing start. I rarely know more than one or two of the people who are going to be appointed, and I have to start fresh each year, first training the Board and orienting them . . . and then ultimately leading them to the decision-making table on a number of issues, and then living with the decisions that they make.

We've had the best Board this year that we've had since I've been here. In five years, this was the best. I mean that very sincerely. . . . They never missed a beat. Their deliberations were always at a rational level. Infrequently did they allow emotions to creep in. They did their homework; they were there. They were honest in their dealings with me . . . Super relationships with just a plain heavy Board; they were smart; they could understand what we could understand. It was an excellent relationship . . .





JASON REED
Controller



DAN SADLER
Project Director



FRANCIS HERDT
Chief Accountant



DAVE LOWENSTEIN
Service and
Operations Manager



SANDY HAMMER
Personnel Manager



TANA WYNN
Student Government Accounting



JANE BARRANTES
Student Government Accounting



JULIE GESSINGER
Lecture Notes Manager



WALLY RUGGERI
Book Store Manager



STAN REEL
Purchasing Agent



BOB HERRE
Food Service Director



BOB MAXWELL
Health Sciences
Manager



SY LITTMAN
General Store Manager

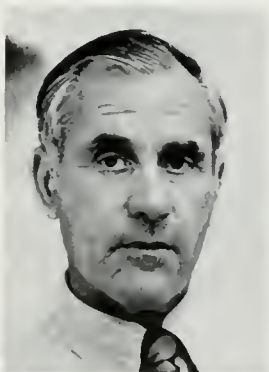


ART ATKINSON & AL FISHER
Printing and Duplicating

TIM BAYLEY
Students' Store Manager

BLACK STUDENT ALLIANCE

From left: Fred McKenney (Finance), Maliaka Stanton (Program Coordinator), J.C. Ephram (Vice Chairman), Lynne Clark (Executive Secretary), Sam Walton (Chairman).



STAN TROUTMAN
Photography Manager

CAMPUS STUDIO

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finishing by
in color



Left to right: Norm Schindler, Wilma Vilencia, Maggie Rinkovsky, Terry O'Donnell



ANDREA HILL
President
Graduate Students Association

CPAO

Campus Programs and Activities Office



**DJALMA
ARAUJO**
Assistant Dean



RICK TUTTLE
Associate Dean



TONY GARCIA
Assistant Dean



SHEILA KUEHL
Associate Dean



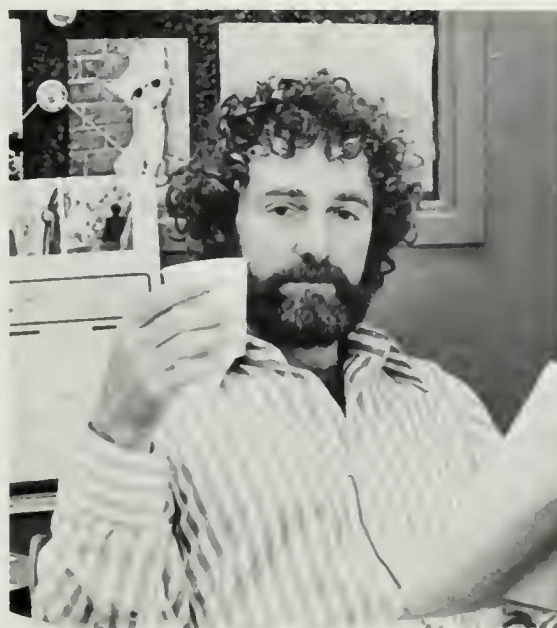
TOM BEEVE
Dean



FEELIE LEE
Assistant Dean



MONROE WOOTEN
Assistant Dean



ROBERT RINGLER
Assistant Dean



LARRY MILES

President

Undergraduate Students Association



ALAN KATZ
External Affairs Co-ordinator

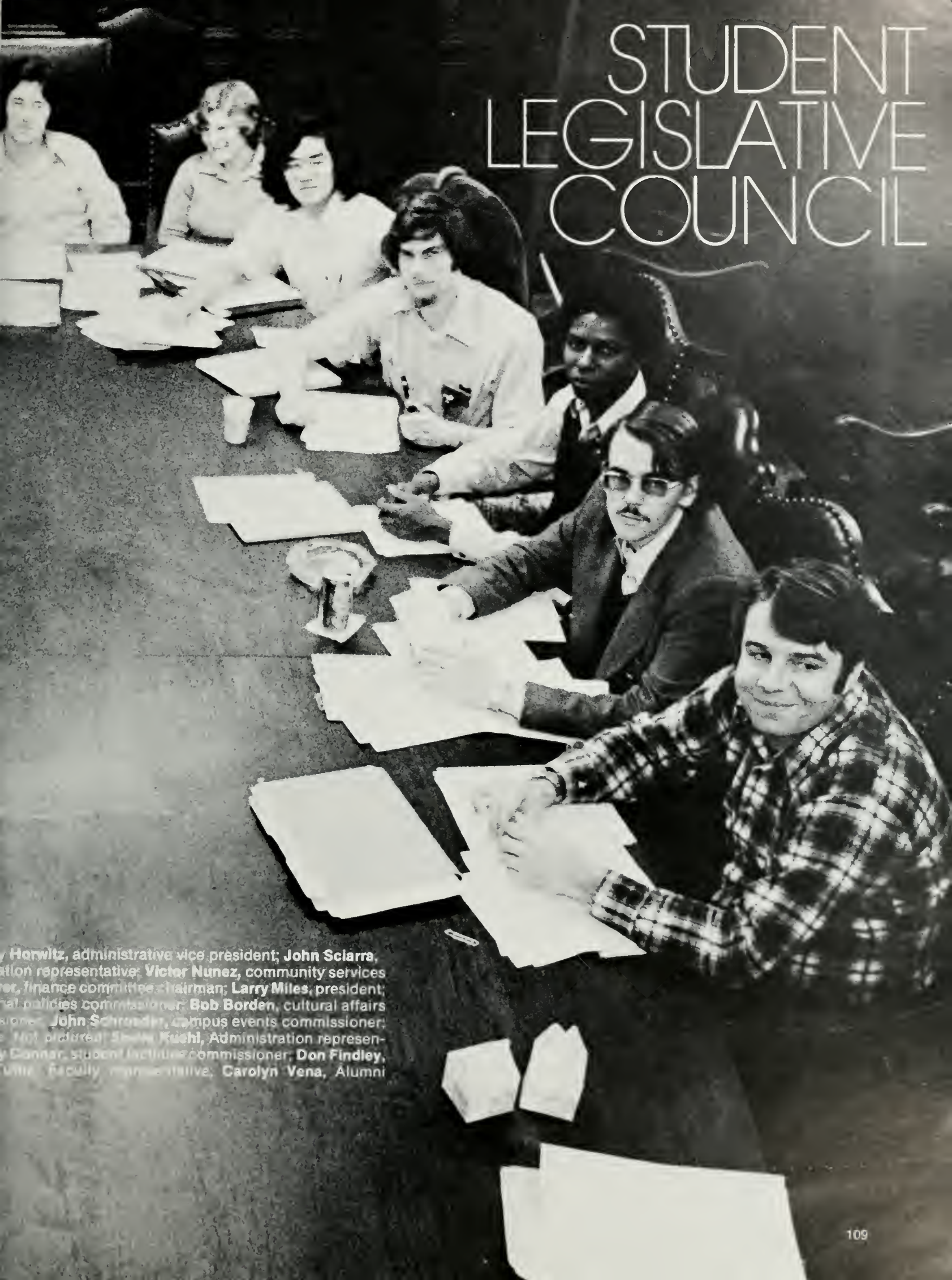


RON SUFRIN
Internal Affairs Co-ordinator



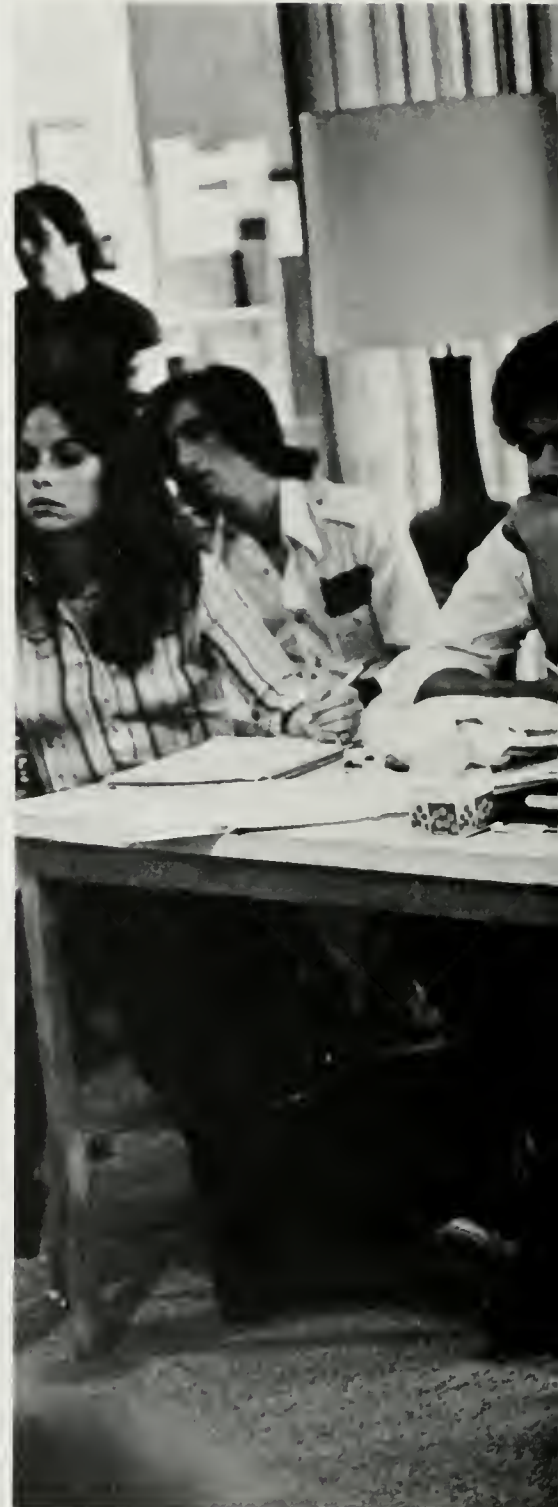
Clockwise from left: **Will Barth**, general representative; **Le** general representative; **Sunny Wise**, national student asso commissioner; **Sherman Gay**, general representative; **Ric E Elaine Graham**, SLC secretary; **Ken Mido**, student educational commissioner; **LeRoy Holloway**, financial supports comm **Rick Tuttle** (for Sheila Kuehl), Administration representat tative; **Dee Dee Musial**, student welfare commissioner; **Lind** historian; **Diana Mahmud**, first vice president; **Edward** representative.

STUDENT LEGISLATIVE COUNCIL



Horwitz, administrative vice president; **John Sclarra**,
ation representative; **Victor Nunez**, community services
er, finance committee chairman; **Larry Miles**, president;
at policies commissioner; **Bob Borden**, cultural affairs
sioner; **John Schrader**, campus events commissioner;
Not pictured: **Shawn Kuehl**, Administration represen-
y Connor, student facilities commissioner; **Don Findley**,
Vena, faculty representative; **Carolyn Vena**, Alumni

ELECTIONS BOARD



Clockwise from top left: Gus Molina, Rochelle Javitz, Randy Okamura (Chairman), Steve Seeger, Harriet Moss, Judy Sugiyama, Janice Hayes, Mercy Gonzales.



RANDY OKAMURA
Chairman

JUDICIAL BOARD



Seated at table, left to right: **Melissa Moss, Franklin Stallworth, Paul Hannabach, Douglas Drew (Chairman), John Caragozian, Lisa Woods.** Not pictured: **Michael Wick.**



DOUG DREW
Chairman

EXPC



ALEX WHITE
Associate Dean



INFO

Clockwise from top: David Bender (Director), Dean Rolston, Jedd Rolston.

FINANCE COMMITTEE

Left to right: Gary Schwartz, Jane Barrantes, Bruce Lorman, Howard Brand, Ric Silver (Chairman), Lisa Feldman. Not pictured: Mary Jo Salm.





Left to right, sitting: Gail Ruetten, Fran Prorise, Jerry Linkon. Standing: Laura Chenetz, unknown onlooker, Alex White (Associate Dean).

STUDENT LOBBY



TERRY MYERS & BRIAN EISBERG

KERS SPEA



DICK GREGORY



SENATOR EDMUND MUSKIE (D-MAINE)

MAKERS SPEAK



CESAR CHAVEZ



ERICA JONG

KERS SPEA



DOUG KENNEY



FLO KENNEDY



GERMAINE

MAKERS SPEAK



GREER



MOSHE DAYAN



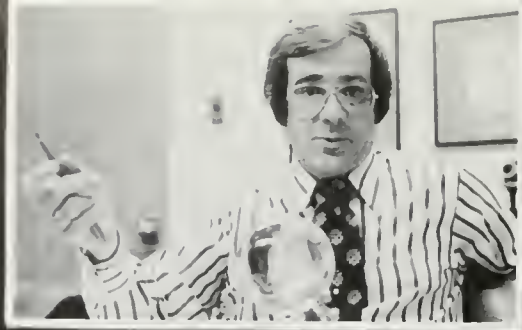
JERRY LUCAS



FINE ARTS PRODUCTIONS

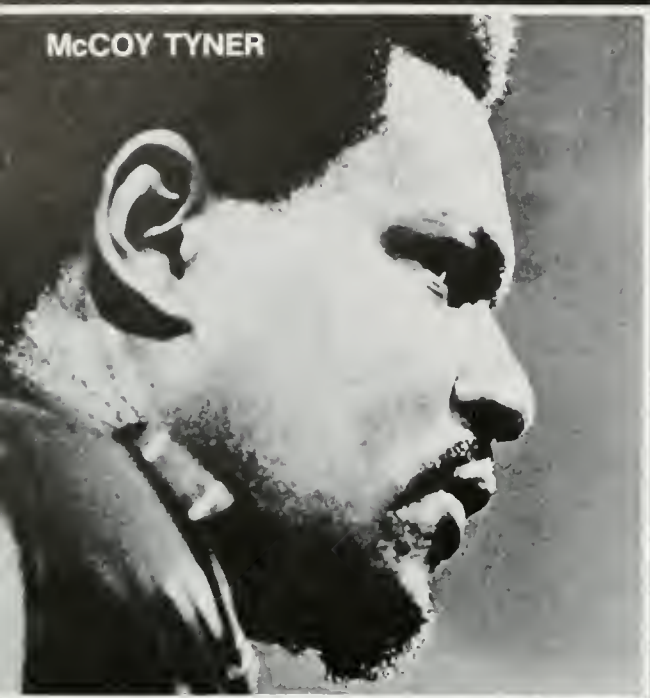


ED HARRIS
Director



STUDENT COMMIT

McCOY TYNER



Martha Graham Dance Company



CHICK CORREA

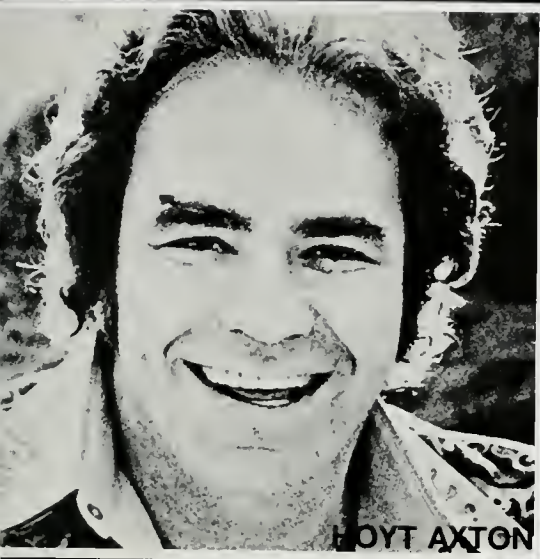


Mahavishnu Orchestra with John McLaughlin

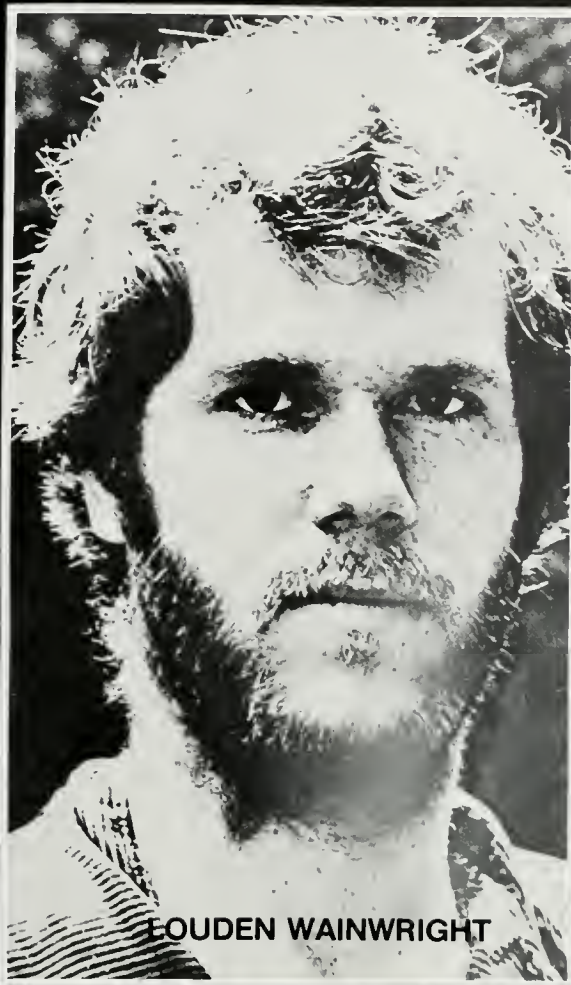


COMMITTEE ON FINE

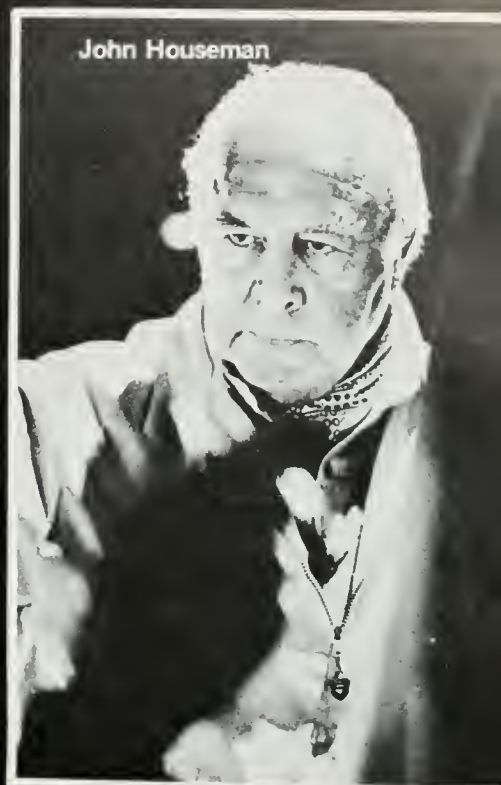
TEE FOR THE ARTS



HOYT AXTON



LOUDON WAINWRIGHT



John Houseman



CLEO LAINE



Merce Cunningham
Dance Company



City Center Acting Company

ARTS PRODUCTIONS



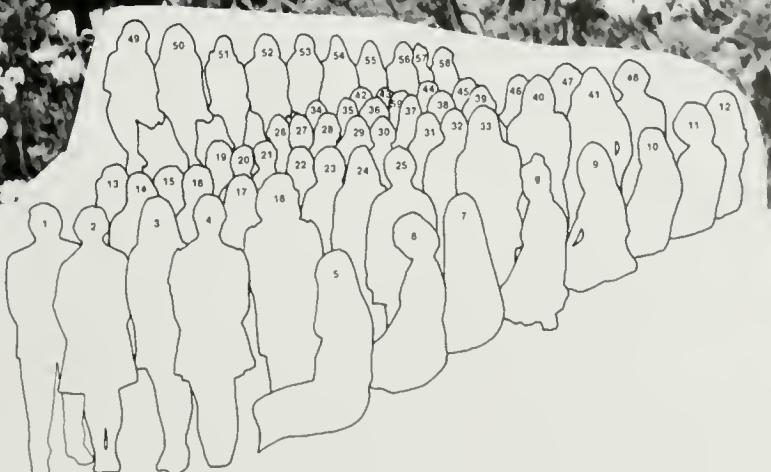
1. Herb Smith 2. Tati de la Torre 3. Roxanne Lew 4. Shannon Tracy 5. Wendy Berweiler 6. Christie Giontini 7. Toyce Ken 8. Esther Martini 9. Diana Lopez 10. Kendra Coleman 11. Yvonne Martony 12. Carol Hybl 13. Kathleen Olish 14. Holly Unland 15. Diane Fernbacher 16. Robbin Smith 17. Linda Robinson 18. Julie Pastor 19. Cheryl Bascom 20. Shellee Ross 21. Linda Maggio 22. Colleen Kayashima 23. Lesly Marx 24. Jill Greenspan 25. Emi Kawasaki 26. Lynn Schroeder 27. Eve Tipton 28. Carol Nau 29. Barbara Kent 30. Tina Powell 31. Ruth Stallknecht 32. Janie Wigod 33. Terri Hassler 34. Joan

Forder 35. Nancy Henriksen Gutierrez 39. Sherree Truitt Hausrath 43. Denise Daze 44. Sadamota 47. Mercy Gonzales Van Tilburgh 51. Judy Hart 52. Portenier 55. Becky Ramirez 58. Cindy Hohle 59. Loralie

BRUIN BELLES



Beverly Barton 37. Teddy Parker 38. Pat
Jenny Staudigel 41. Kim McLane 42. Jan
Carrie Pickman 45. Shire Zabari 46. Arline
3. Debra Cloper 49. Cherie Miller 50. Bambi
Anna Dolby 53. Camie Maggio 54. Andrea
56. Lucy Whitcomb 57. Kathy Stafford
gden



UCLA MAR

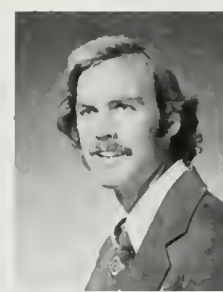
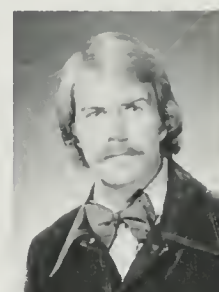
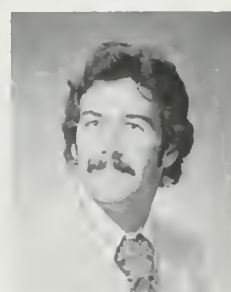
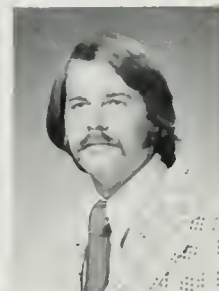
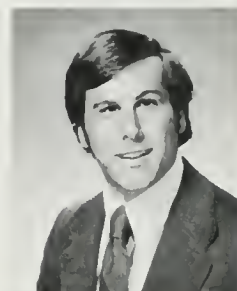
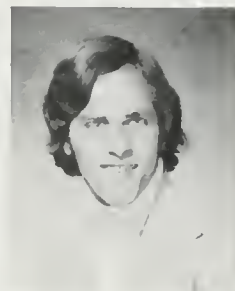
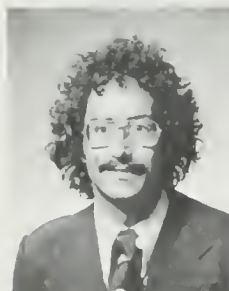
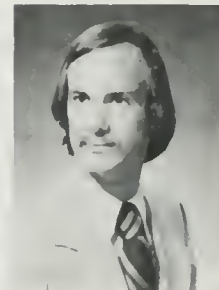
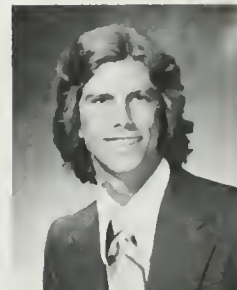
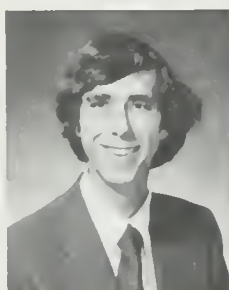


DI GRAS '75



BLUE KEY

Left to right, first row (top): Lawrence Acosta, Kip Bennett. Second row: Garth Bergeson, Douglas Birnie, Richard Bocci. Third row: Harmon Brown, Keith Carey, Robert Clarke, Jack Coe, Jr., James Connor, David Dapper. Fourth row: Derek Derdivanis, Edward Efron, Phillip Ellis, John Gerard, Todd Grubin, James Hager. Fifth row: Thomas Harrison, John L. Hufferd, II, Brian Hughes, Gregory M. Johnson, Ben Key, Stephen Lacla. Sixth row: Michael LaCroix, James LaPeter, Robert Meidel, Donald Pierro, Robert Webb, Mark Wilkins.



ALPHA LAMBDA DELTA



Front row, left to right: Sandra Greenspan (Sr. Advisor), Barbara Willner (Secretary), Carole Wolf (President), Anita Mork (Vice President), Debbie Bascam (Mardi Gras Chm.). Back row: Heidi Singh, Margot Radin, Margaret Robe, Marianne Finerman, Elaine Spierer, Mary Jane Krebs (Advisor). Not pictured: Cheryl Bascam, Jeannette Bernstein, Barbara Bronson, Jackie Gong, Lori Greene, Ann Koonz, Marlene Magenheim, Linda Netzer, Susan Schlesenberg, Laura Scott, Lori Smith, Debra Tipp, Regina Aichner, Adrienne Ehrlich, Diana Carloni.



MORTARBOARD

Front row, left to right: Neysa Whitman, Malca Twersky, Andrea Weisberg (President), Rebecca Twersky. Back row: Debbie Walther, Marianne Davis, Unknown member, Unknown member, Beatrice de la Torre, Lesly Marx, Unknown member, Marianne Finerman.



**“I’ll tell you one thing ...
UCLA is more sports-oriented
than any other campus
I’ve ever seen in my life.
I mean, I saw people out today
jogging in the rain.
That’s either dedication
or masochism ...
I think it’s a little bit of both.”**





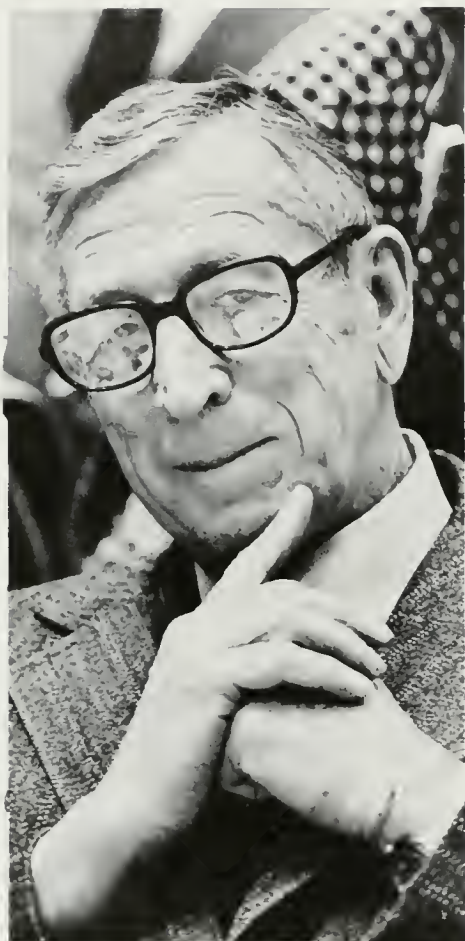
"I've been injured quite a bit. . . five operations worth. I've dislocated both shoulders . . . chronically, I've separated my shoulder . . . broke my leg, had my knee operated on . . ."





**"When we travel...
we sort of carry a
reputation with us...
and when some
team beats us, they
feel they've beaten
the entire campus...
beaten UCLA
athletics."**









**“I feel that
I’m representing the entire
campus, especially the
student body. I’m not repre-
senting the coaches, and
I’m not running to be the...
Bruin that doesn’t want to
embarrass the alumni...
I’m a student too.”**





**“You can’t worry about... getting hurt.
...you don’t give one hundred per cent.
going full speed, then you’re more lik**



**As soon as you worry
And then, if you're not
ely to get hurt."**





“UCLA showed me more class than any of the other schools that recruited me.”



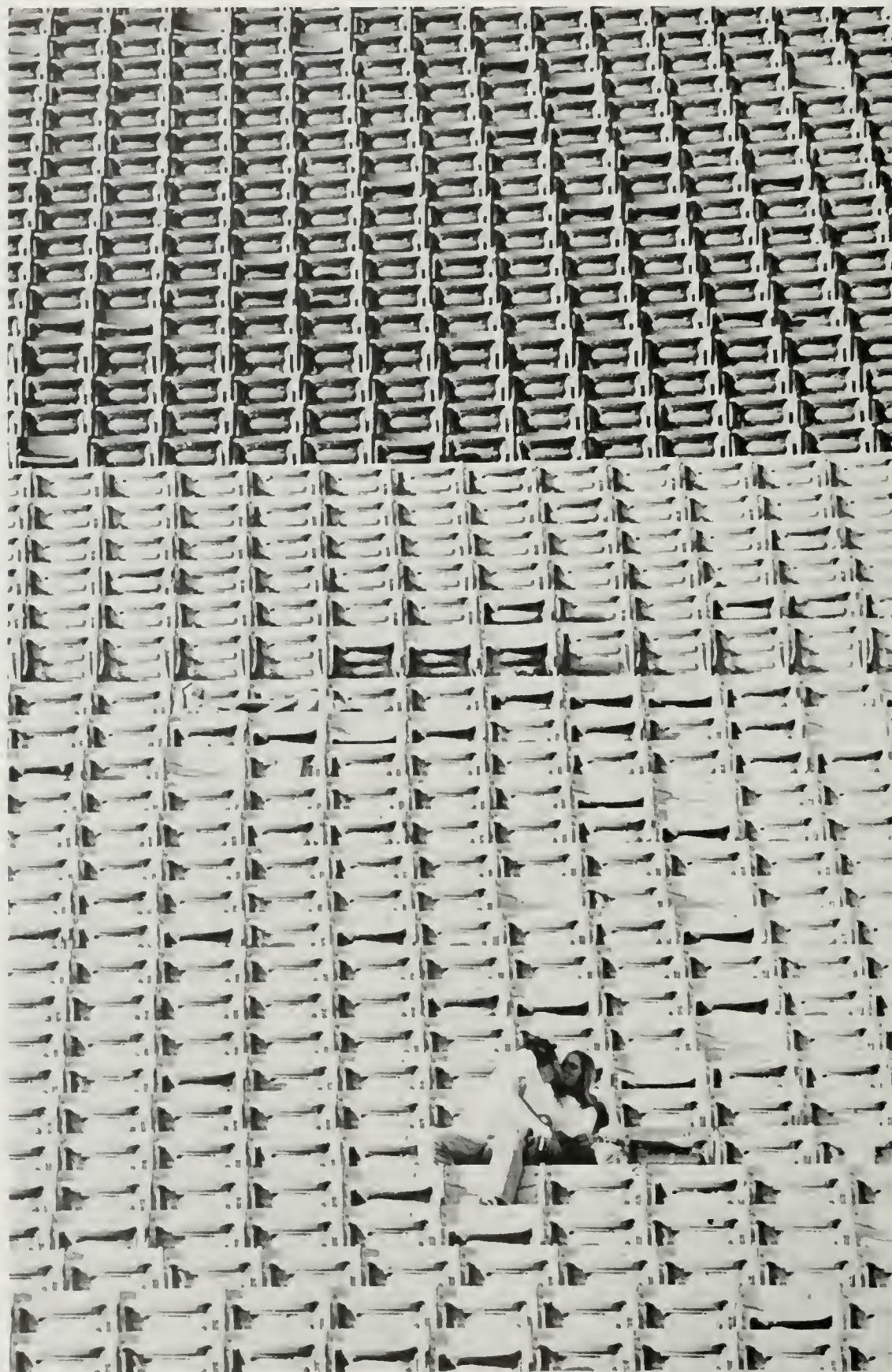


“It could be fatal to a basketball play because that just puts you down in a when you feel like everybody’s agai



er to have his own fans get on his back,
hole... and it's really hard to get up
nst you."

“There are a lot of frustrated athletes here at UCLA . . guys that couldn’t make the first string in high school . . . or tenth string here at UCLA . . . ”





But this last season was different. The team was too young, and there was no superstar in the middle to make up for the errors of the smaller men around him and, some said, for the aging man on the bench with the rolled-up program. Indeed, some of the tall men who had played here before, and had since gone on to play for money, were now publicly critical of his beliefs and his methods.

It would be his greatest test. More than any of the other years, because now he was at the top, and it is always more difficult to retain a title than to win it for the first time.

So there was to be no rooting for the other side any more, at least not at Pauley Pavilion. On the contrary, as the team began to lose away from home, the crowds at Pauley became more intense — the idea being that if we could scream loud enough at home games, then some of that enthusiasm might carry over on the road.

Then we all screamed at our television sets as victory became incredible reality against a Louisville team that had more talent and strength and a coach who had been taught by Wooden himself. It was suddenly appropriate that he should announce his retirement at that moment, when no one could logically deny that he had made the difference.

Gene Bartow will follow Wooden, and we wish him luck. His task is a monumental one, and he has shown courage in accepting it. As for John Wooden, there is little we can add to what has already been written. But we are grateful. Grateful for many things. Grateful in particular for having been allowed the luxury of sportsmanship.

When **Southern Campus** interviewed John Wooden in January, he had not yet revealed his intention to retire as Head Basketball Coach at the end of the year. So in one sense, these excerpts from our talk with him are out-of-date.

But in another sense, they are not. For it is the achievements of John Wooden that will be remembered, and not his departure. For that reason we decided not to go back to ask him about his decision to leave.

It is a rare thing in human endeavor that the success of one man — so exhilarating at first achievement — could very nearly become tiresome in its repetition. But such was the experience of John Wooden and UCLA Basketball. Over the years, it even became permissible to root for the other side at home games — a blasphemy at any other school, but acceptable here because the outcome was so rarely in doubt. And besides, one had the idea that Wooden would understand. In fact, he might even approve.



INTERVIEW:



JOHN WOODEN

Why do you coach?

I've been asked that many times. It is always a difficult question to answer and be completely honest. I certainly don't coach basketball because I think it is the profession from which I could do the best financially, that is for certain. I've turned down many opportunities in other areas that would have been more lucrative from a financial point of view.

I have turned down both professional and other college coaching jobs at a lot more money to stay at UCLA, so you might boil the question down to why I continued coaching basketball at UCLA.

It was, I would say, because I think I was connected with a great university in an area in which I learned to love to live and enjoy the type of individuals that I had under my supervision and with whom

I worked with at a university of this stature.

If you were referring to why I originally chose this profession, my answers would be a little different.

I did not go to Purdue University with the intention of coming out a basketball coach. I went there to become a civil engineer. But they did not have athletic scholarships in my day and my parents did not have the means to help at all. I had to be completely self-supporting, and had to work in the summertime. After being in civil engineering at Purdue the first year, I found out that you had to go to summer camp every summer, (to do lab related work), for which you didn't get paid.

I could not go back the next year if I did not work in the summer. Therefore, I had to give up civil engineering. I was looking for something else and I thought about the School of Forestry. In forestry you had to attend the summer camps also, which ruled that out.

So, I decided that I would become a teacher. I wasn't thinking in terms of coaching at all at that time.

Upon graduation I was offered an assistantship in the English Department to stay on, but I decided to teach English and coach basketball in high school. After graduation I had been offered some high school English teaching jobs with the chance to coach basketball on the side, in an extracurricular sense.

Up until the time I came to UCLA I had always taught English at the high school or college where I had been working. But, then at UCLA my job became purely and simply coaching.

I enjoy working with young people under the coaching situation very much. You get closer to youngsters in coaching, in your teaching them a sport, than you do in teaching them to phrase a sentence or to write an English composition, or to get into the intricacies of Shakespeare or some other writer or historian. You get closer to youngsters in coaching because you deal with them, not only mentally, but emotionally and physically. I've always enjoyed working with my players, and I guess that is why I've stayed with it.

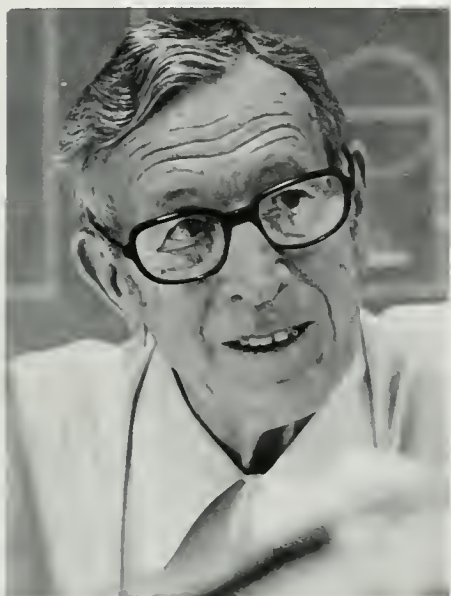
Coaching is obviously a very tough business. Why do you feel many coaches — including Bob Cousy, for example — have quit the profession?

Bob Cousy did not come close as a coach in attaining the proficiency he had as a player, and that could very well be the reason he got out of the profession. Subconsciously he may have been rationalizing and looking for reasons on why he had to get out of coaching college basketball. Maybe that is the reason.

I know a lot of insurance men who had to get out of insurance because they could not stand the pressures. Probably, others were selling more insurance than they were. There have been a lot of people in various professions who haven't done well because other people were doing better. If that is the case, maybe you are in the wrong spot and should be looking for something else.

There is a lot to teaching basketball besides winning games. I don't care who

you are, whether you are a professor, whether you are a principal of a school, if you are coaching some sport, or whatever you might be doing, if you can't stand pressure then I don't know what you are going to do. I'd say you had better be independently well off if you can't stand pressures, because there is going to be pressure on you in everything you do, to some degree. But the only pressures that really matter are the ones you put on yourself. You've got to learn to put the outside pressures in perspective and not let them get to you.



The pressures must be substantial coaching at UCLA. You are obviously acknowledged as the greatest coach ever, and the pressure of continuing must be immense. What are your feelings concerning the pressure of coaching today?

I would think the greatest pressures would be on those who do too well or do too poorly. If you stay along in the middle, winning a few more than you lose, giving your followers the hope of, 'we'll get 'em next year,' that's probably the easiest situation in coaching.

But no one wants that. You want to do the very best, and do it now. I think the most difficult position to handle as far as the coach is concerned, along with administration and fans, is winning too much.

Constant effort is doing the best you can — that is winning in my estimation. It may not mean you are outscoring an opponent, but doing the best you can. I try to get across my 'Pyramid of Success,' which is peace of mind, which can only be attained through self-satisfaction, knowing you've done the best you can. If you do that, no one can do more. The best I can do at something is success, and the best you can do is success, regardless of who prevails over the other.

I tell my players from the very beginning that life itself is much like athletics. There are going to be peaks and valleys. In my own life I've tried not to get too high, not to let things exult me too much while at the same time trying not to get too low.

I see no reason for tremendous celebration for winning a basketball game. Feeling good, of course. On the

other hand, I feel no reason for excessive dejection when losing a game. You're trying to win, and you want to win. If you've done the best you can, I see no reason for being down.

My players are here at UCLA for one reason, and one reason only, and that is to get an education; and don't ever put basketball ahead of that. Now, I feel that since you are here on a basketball scholarship, that basketball should come next to your education as far as the University is concerned. But I don't want you to put it ahead of your church or family at all.

When you talk of the pressures on players, playing before a lot of people, that is what the players want. The players want a lot of people in the stands; they don't want to be playing to empty stands. They want the pressure, subconsciously or consciously. The more people there, the more inner enjoyment, excitement and desire, and the more fun it is for the players to perform before others.

I try to get across to the players that when you do well, you are going to get patted on the back all the time, and when you do poorly, you're going to get blamed. You've got to take both ends of it. If you're going to accept the credit and take the good things, then you'd better be able to take the hard knocks along with it.



Several books have appeared recently, tearing down college sports for recruiting violations, inducement of athletes, the payment of money and gifts to athletes illegally, etc. What are your views on this?

My honest feeling is that you are never going to change human nature. There is always going to be cheating. We've had some cheating and some bad things at the very highest level in our country, which is by far the best country in the world. None is even close to it. The legal profession is a highly esteemed profession. We have lawyers disbarred every year. The Hippocratic Oath in medicine is one of the finest things I think I've heard, but we have physicians and surgeons who are disbarred every year. So, you are never

going to change human nature, and are always going to have cheaters.

But, I think that the vast majority are trying to be clean, but the very small percentage that do not, will get 90% of the publicity, and come in for a lot of criticism.

The people who have written these types of books, primarily exposing things, are doing the very thing that they are critical of, and I know this to be true.

Dave Meggessey wrote his book to be controversial, provocative. Why? For money! If he writes a normal book, if he isn't dwelling on the negative side, the book won't sell. I know this to be true.



Does playing at home give a school a significant advantage? What are some of the problems that you run into when you go away from home, particularly being UCLA?

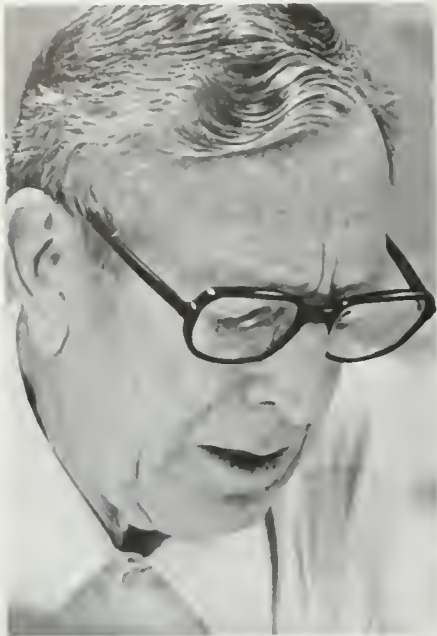
Since Pauley Pavilion's opening ten years ago we have lost only twice at home. But, do you know that we have lost the least on the road of any team in the country in the same ten years? This is often overlooked. The reason why we have done so well in Pauley is that there is always some advantage to playing at home.

In eight of the last 10 years at Pauley our team was good enough to win the national championship.

Last year the team was good enough to come very close to winning. In the 1965-66 season we lost two ball games on the road when we had three players out in the next to the last weekend of the season against Oregon and Oregon State up there; otherwise we would have been in the tournament. We ended up finishing second in the conference.

So in those ten years, we must have had some very fine basketball teams. That's the reason we won at Pauley Pavilion, and why we have won at Pauley a little more than we have won away from home.

Actually, over the last ten years we **don't** have the nation's best home record. There are three or four teams around the country that haven't been beaten at home at all in the last ten years. But they haven't been great teams, and they



haven't received much publicity. It's always easier to win at home. We've almost been perfect at home, and haven't been far from it away from home.

I think that UCLA is one of the better places for a visiting team to play. First of all, the crowd here is farther away from the court than at many places. Eugene, Oregon and Berkeley are the toughest places to play at in our conference because you are bunched up against the court and stands.

It was much tougher to play UCLA when we played in our Men's Gym than it is now in Pauley Pavilion. It is not difficult for a visiting team to play USC in the Sports Arena because you are farther away from the court than at most places.

From a coaching point of view, what the coach fears the most on the road is when the crowd is right on top of you. The next thing that probably hurts you on the road is the physical factors of the gym itself. Not only the seating, but the lighting, the floor construction and whether the baskets are loose or tight. All of

these things enter into it. If there is too much difference from what you are accustomed to at home, you will not do as well. The change of food and the change of bed are other things which players may not adjust to while playing on the road. It only takes one player in a team situation to be off, that throws the entire team off. Some players just don't adjust as well to travel as others.

One of the most important things at home is when the crowd is really boisterously behind the home team. This can inspire the home team to play better, which in turn makes it more difficult for the visiting team. And because the home team plays better, that keeps the visiting team from playing as well.



What are your feelings toward the stall in college basketball?

I have always favored the 30-second rule, and I would not be against a 24-second clock like the pros use. But I think a 30-second clock would be better in college basketball. I am very much in favor of preventing stalls in the first half of a game, which makes no action. I am not critical of a stall game to protect a lead at the end of a game. I am critical of a stall game to try to keep yourself from being beaten by a larger margin. I think games are scheduled to be played. I'm not so sure that I don't favor putting in a 30-second rule, except for example, the last five minutes of a game, or perhaps, putting in a 30-second rule for the last five minutes in each half. I think it would be better to play the game the same way, all the way through, however.

I feel games are scheduled to be played, and if you start out a game holding the ball, you are not playing. The object of basketball is to put the ball in the hoop when you are on offense, and while on defense, keeping the other team from doing it. When you are on offense, you should be continually trying to score.

Do you feel college basketball players' actions on the court in areas other than playing reflect their coach's personality — such as swearing, protesting, etc.?

I try to teach my players that if a player loses his temper, he is going to be outplayed. I think one of the most important things is to do a good job in whatever you are doing, while keeping your emotions under control.

I think if a person in the position of leadership or supervision shows that he permits his emotions to get out of control too much, the players will often do likewise.

I know certain teams that we play whose players use an awful lot of profanity all the time. In every case that I know this to be true, the coach is a very profane person.

I hope that my players never use profanity. I don't use it myself. No coach, player or official ever heard me use profanity, and I think there is a definite carryover. I hope that if I stay businesslike, I'll be able to keep my emotions under control and be able to reason a little better.

At the opposite end is the coach who feels that he has to show his players that he is fighting there with them, and that he is going to fight physically for them in a sense. I believe the coach's part should be more a directing part, the more mental part, with the players taking care of the physical part. But I want the physical part under control.



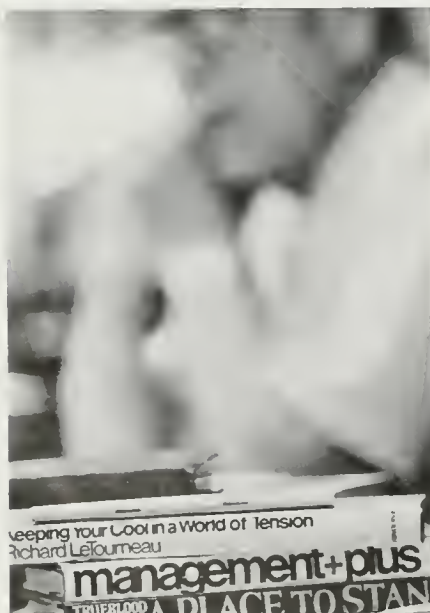
Are your players especially keyed up when they play USC?

I think that is more the fans than it is the players. Certain individuals I have will get up more for USC. I will have other individuals that will get up more for Berkeley. I'll have other individuals that . . . you never can tell. I have certain individuals who will be more up playing Oregon than USC.

It might be some years that it seemed that the players were more up for USC, but I don't feel that it was, as a whole.



Southern Campus 1975





BASKETBALL



UCLA B

Marques
Johnson Willbert
Olinde

Coach
John Wooden

Brett
Uroman Ralph
Drollinger

Coach
Frank
Arnold Edwin
Smith

Ray
Townsend

RUINS 1

Andre
McCarten

Dave
Meyers

Rich
Washington

Pete
Ingovich


Coach
Mary
Cunningham

Marvin
Thomas

Jim
Spillane

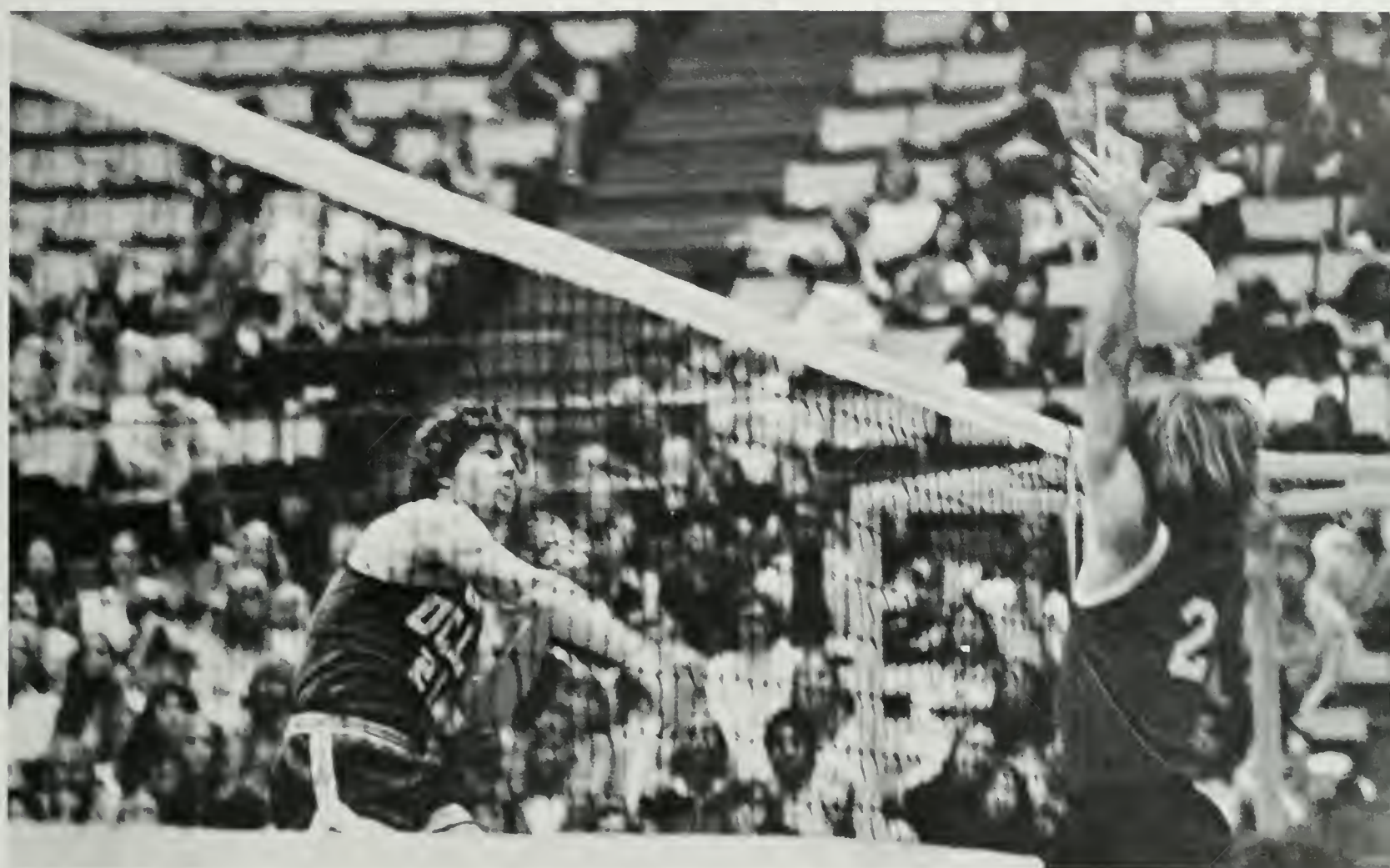
Casey
Corliss



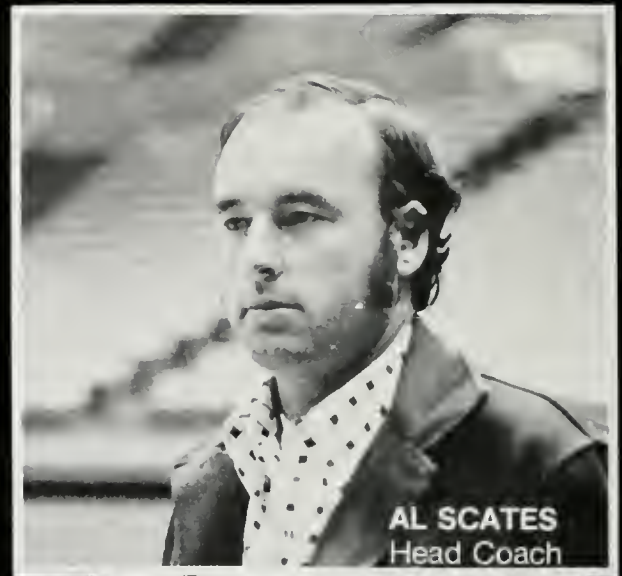


DAVID MEYERS
All-American Forward

UCLA 85, Wichita State 74
UCLA 79, DePaul 64
UCLA 84, Loyola (Chi.) 67
UCLA 82, Oklahoma State 51
UCLA 113, Memphis State 94
UCLA 85, Notre Dame 72
UCLA 78, St. Bonaventure 62
UCLA 81, Maryland 75
UCLA 91, Davidson 64
UCLA 111, Oklahoma 66
UCLA 92, Washington 82
UCLA 77, Washington State 69
UCLA 60, Stanford 64
UCLA 102, California 72
UCLA 104, UCSB 76
UCLA 78, Notre Dame 84
UCLA 89, USC 84
UCLA 67, Oregon State 60
UCLA 107, Oregon 103
UCLA 96, Oregon 66
UCLA 74, Oregon State 62
UCLA 69, Washington State 61
UCLA 81, Washington 103
UCLA 51, California 47
UCLA 93, Stanford 59
UCLA 72, USC 68
UCLA 103, Michigan 91
UCLA 67, Montana 64
UCLA 89, Arizona State 75
UCLA 75, Louisville 74
UCLA 92, Kentucky 85



VOLLEYBALL



AL SCATES
Head Coach

This year, Al Scates once again coached the Men's Volleyball team to the NCAA title. It was the second straight title for Scates and the fifth in the six year history of the event.

"We only have one goal, to win the NCAA championship. We play our league matches to learn about our opponents because we feel we will meet one of them in the NCAA's. Our league champion and an at-large team go to the nationals and in the last few years, two teams from our league have made the final four."

"We try to win each match we play but we don't use a special game plan against a team until we meet them in the playoffs."

"We use the league matches to find out what offensive strengths and defensive weaknesses our opponents have. We just go out and play ball, don't use any special tactics. This can be very embarrassing at times, like when we lost to USC on television. If we had shown them their weaknesses, they would have had time to shore them up."

"I don't give the players any kind of pep talk, no Rockne stuff. We try to peak the last two weeks of the season — for the regionals and nationals."

"We practice harder down the stretch and we play more matches down the stretch. At the end of the year we have the type of athletes in the line-up that will bring themselves up. I determine who they are during the year and put them in the line-up. Hopefully, we find our starting line-up sooner than the last few weeks. This year, we found it about a month before the end."

UCLA 14, 11, 15, 6; UCSB 16, 15, 13, 15
 UCLA 13, 15, 12, 7; USC 15, 6, 15, 15
 UCLA 13, 15, 8, 15, 15; Pepperdine 15, 7, 15, 10, 8
 UCLA 15, 15, 15, 10, 15; San Diego State 17, 12, 7, 15, 10
 UCLA 15, 15, 17, 15; Cal State Long Beach 8, 9, 19, 13
 UCLA 15, 15, 15; Loyola 13, 2, 11
 UCLA 15, 15, 11, 15; Cal State Long Beach 6, 6, 15, 13
 UCLA 10, 13, 10; USC 15, 15, 15
 UCLA 15, 14, 15, 15; San Diego State 3, 16, 7, 5
 UCLA 7, 15, 17, 10, 7; UCSB 15, 8, 15, 15, 15
 UCLA 15, 15, 14, 15; Loyola 11, 10, 16, 4
 UCLA 15, 5, 15, 13, 15; Pepperdine 13, 15, 5, 15, 12
 UCLA 15, 15, 15; San Diego State 6, 9, 7
 UCLA 15, 15, 6, 18; Pepperdine 13, 5, 15, 16
 UCLA 15, 15, 8, 15; Ohio State 1, 7, 15, 10
 UCLA 15, 7, 15, 15; UCSB 9, 15, 9, 10



WOMEN'S VOLLEYBALL





Andy Banachowski coached the Women's Volleyball team to the AIAW national title this season. The squad compiled a 39-2 record in taking the title. Banachowski is also an assistant coach for the men's squad.



ANDY BANACHOWSKI
Head Coach

“There’s not a whole lot of difference between men’s and women’s volleyball. The men can do a lot more, physically. They hit harder, like on spikes, because of physiological factors, but that’s about it. But overall, the women play defense better than the men and this leads to longer rallies in the women’s game.”

“It takes us a while to get our system of play across to the players. Naturally, because of that, we will be better later in the season than in the beginning. In the beginning, we just want the players to have a good grasp of volleyball fundamentals, nothing fancy at the start. Then we add different techniques and systems during the season.”

“Everyone realizes that there is no way to have the team in as good condition at the beginning of the season as at the end. Conditioning comes from the season’s work. Also, everyone has to get to know the system and each other. That’s why we point for later in the season.”

“I’ve always enjoyed coaching the women more than the men, but I guess that’s probably because here I’m the head coach and I’m just an assistant with the men. Maybe the men have a little better program, a little more money, but ours is a good, strong program.”



UCLA 15, 15, 16; Cal State Long Beach (2), 2, 6, 14
UCLA 15, 15; UC San Diego 4, 3
UCLA 15, 15; UC Davis 3, 2 -
UCLA 15, 15; UC Riverside 0, 8
UCLA 15, 15; UC Irvine 3, 9
UCLA 15, 15; UC Santa Barbara 8, 10
UCLA 15, 15; California 6, 2
UCLA 15, 12, 16; Cal State Long Beach 7, 15, 14
UCLA 15, 15; USC 3, 5
UCLA 15, 15; Cal State Northridge 11, 9
UCLA 15, 15; UCSB 13, 11
UCLA 15, 15; USC 1, 2
UCLA 15, 15; USC 5, 9
UCLA 15, 15; Cal State Fresno 5, 3
UCLA 15, 15; Cal Poly SLO 2, 5
UCLA 15, 15; Cal State Dominguez 1, 1
UCLA 15, 15; UC Irvine 5, 10
UCLA 15, 15; Cal State San Diego 6, 13
UCLA 15, 15; Cal State Long Beach 5, 13
UCLA 15, 15, 16; UC Riverside 6, 10, 14

UCLA 15, 15; Cal State San Diego 4, 6
UCLA 15, 15; Cal State Northridge 9, 11
UCLA 15, 15; UC Santa Barbara 2, 9
UCLA 15, 15, 15; Cal State San Diego 17, 5, 4
UCLA 19, 15; Cal State Long Beach 17, 11
UCLA 15, 15; Cal State Northridge 11, 10
UCLA 15, 15; UC Riverside 7, 4
UCLA 15, 15; Cal State Long Beach 10, 1
UCLA 15, 15; Cal State Long Beach 7, 8
UCLA 15, 15; Cal State Long Beach (2), 6, 5
UCLA 15, 15; Cal State Northridge 4, 7
UCLA 15, 8, 10; UCSB 7, 15, 15
UCLA 10, 10; Cal State Long Beach 15, 15
UCLA 15, 15; Arizona State 7, 5
UCLA 15, 15; West Georgia 3, 1
UCLA 15, 15; Illinois (Chicago Circle) 5, 9
UCLA 15, 15; Texas-Arlington 9, 8
UCLA 15, 15; Portland State 8, 4
UCLA 15, 15; Brigham Young 11, 9
UCLA 15, 15; Houston 12, 7
UCLA 15, 15; Hawaii 7, 8

BILLY MARTIN
NCAA Men's Singles Champion

TENNIS





GLENN BASSETT
Head Coach

Glenn Bassett, Men's Intercollegiate Tennis Coach, led the squad to the NCAA title this season. The Bruins had a perfect year, winning all of their matches for the second time in Bassett's career. UCLA has now won 11 national tennis titles.

"I think that the first championship is always the most memorable for that reason — it is the first. That's probably my biggest thrill, winning that first title. This last title is probably the most satisfying because this team put in more pure hard work than any other team I've coached in nine years."

"We try to play as hard as we can all the time. We all realize the importance of the matches at the end of the year, the championship ones, but we try to play hard all the time. We try to get out in front quickly and then just keep going. Of course, you always try to improve throughout the season, but we play hard no matter what time of year it is."

"It's a very satisfying thing to do, going through the year undefeated (UCLA went undefeated this year. It was Bassett's second — 1971). It's a great feeling to be able to accomplish everything that's asked of you. But I'm already looking forward to trying to do it all again next year. I've already forgotten about this year."







Chuck Debus is the only UCLA coach to win two championships this year. His Cross-Country team won the women's AAU national title, and his track squad won the women's AIAW Track and Field title.

CHUCK DEBUS
Head Coach

"If we have more concern for the championship season than we do throughout the year — once for the championship and once for the championship in the year before — how we do it is usually done by the people that



WOMEN'S CROSS-COUNTRY

top calibre athlete, we are
ed with training her for
hip meets at the end of the
during the year. We train
entire year and peak twice
cross-country champion-
e for the track and field
We get dusted a lot early
t I only really care about
the end of the year. We
ty well and end up beating
t beat us earlier."

"With an athlete thinking about the Montreal Olympics (1976), there are many things to be concerned about in preparation. For example, last year we wanted to teach Julie Brown how to run longer races so we ran her four laps instead of two. This year we are concerned with her speed so we ran her in shorter races. We also ran her in three races in big meets to increase her endurance even though we were criticised for it. But in Montreal she'll have to run three tough races just to make the finals."

"For athletes not quite that calibre, we look for personal improvement. In fact, my big thrill is not necessarily winning, although I enjoy that, but having six or seven PR's (personal records) in a meet we peak for. That's what it's all about."





WOMEN'S TRACK

Won SCWIAAC conference championship
WON AIAW national championship

WOMEN'S CROSS COUNTRY

Won Southern California Cheetas Invitational
Won Southern Pacific AAU District Championship
Won California State Championship
Won AAU National Championship



RUGBY



DENNIS STORER
Head Coach

This year, Dennis Storer coached the Bruins to the unofficial number one ranking in Rugby. The sport is not an NCAA event, so there is no official number one team. However, this marked the fifth time in eight years that UCLA has won the U.S. title. Storer is also coach of the Men's Soccer team.

"I think a football player plays rugby because it offers him so much more in terms of variety of physical activity and a different atmosphere in which to play the game. When you see a lineman pick up the ball like Art Kuehn did and run 15 yards for a touchdown — try — the look on his face is amazing. I mean, he was in seventh heaven. There is the running, there is the handling, there is the kicking, there is much more in terms of the variety of the game for all players.

"That's the attraction, I think, of the game for a football player because of the comparative freedom of movement."


"It's an 'open sesame' to a fraternity because I think most people who play rugby recognize something in each other because nobody plays the game for money and nobody plays the game for tremendous headlines. They play the game because of its intrinsic appeal and it's a game which is very brutal and physical in some ways, and yet it has a spirit that is the opposite of brutal."

"I think basketball is probably one of the purest of sports involving athletics and skill, but I think probably rugby is the greatest all-around game in the sense that it involves so many qualities."





UCLA 42, UC San Diego 12
 UCLA 33, Olivos Rugby Club 9
 UCLA 28, USC 6
 UCLA 20, Occidental 4
 UCLA 47, California 7
 UCLA 33, Stanford 13
 UCLA 30, St. Mary's 12
 UCLA 21, California 16
 UCLA 13, UCSB 3
 UCLA 24, Cal State Long Beach 14
 UCLA 4, Santa Monica Rugby Club 6
 5-0 in Monterey Tournament
 UCLA 43, Chateau Renard Rugby Club 13
 UCLA 12, Los Angeles Rugby 3
 UCLA 16, Arbertillery Rugby Club 6

A black and white photograph of a person swimming in the ocean. The swimmer's head and arms are visible above the water, creating a splash. The water is choppy with small waves. The word "SWIMMING" is overlaid in large, bold, black capital letters across the middle of the image.

SWIMMING



MEN'S SWIMMING

UCLA 72, Brigham Young 35
UCLA 62, Washington 51
UCLA 60½, W. Canadian Nationals 42½
UCLA 73, Cal State Long Beach 18
UCLA 79, Pacific 12
UCLA 54, Tennessee 57
UCLA 83, Arizona State 21
UCLA 103, Marin Aquatic Club 26
UCLA 60, California 53
UCLA 48, Stanford 65
UCLA 33, USC 80

WOMEN'S SWIMMING

UCLA 72, Arizona 32
UCLA 88, Stanford 17
UCLA 96, UC Davis 5
UCLA 74, USC 68
UCLA 99, Cal State Northridge 52
UCLA 110, UCSB 33

GYMNASTICS



MEN'S GYMNASTICS

UCLA 153.4, UCSB 111.2
UCLA 197.5, New Mexico 205.75
UCLA 208.3, Chico State 195.85
UCLA 204.85, LSU 208.50
UCLA 202.7, Arizona 200.35, Fullerton 197.3
UCLA 203.60, Cal State Northridge 199.55
UCLA 208.60, USC 204.70
UCLA 203.60, Cal State Long Beach 196.30



WOMEN'S GYMNASTICS

UCLA 86.10, USC 90.50
 UCLA 86.25, Cal State San
 Diego 94.75

UCLA 96.80, Cal State Long
 Beach 95.65, Cal Poly
 Pomona 87.75. Chapman
 67.05

UCLA 75.81, Chapman 53.30
 UCLA 70.60, UCSB 72.15, Cal
 State Long Beach 70.65,
 Pierce College 30.80







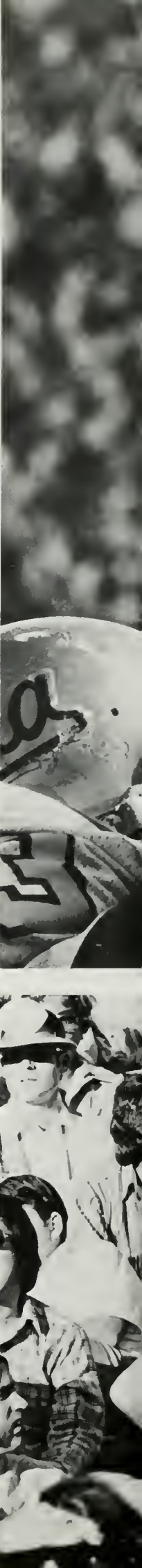
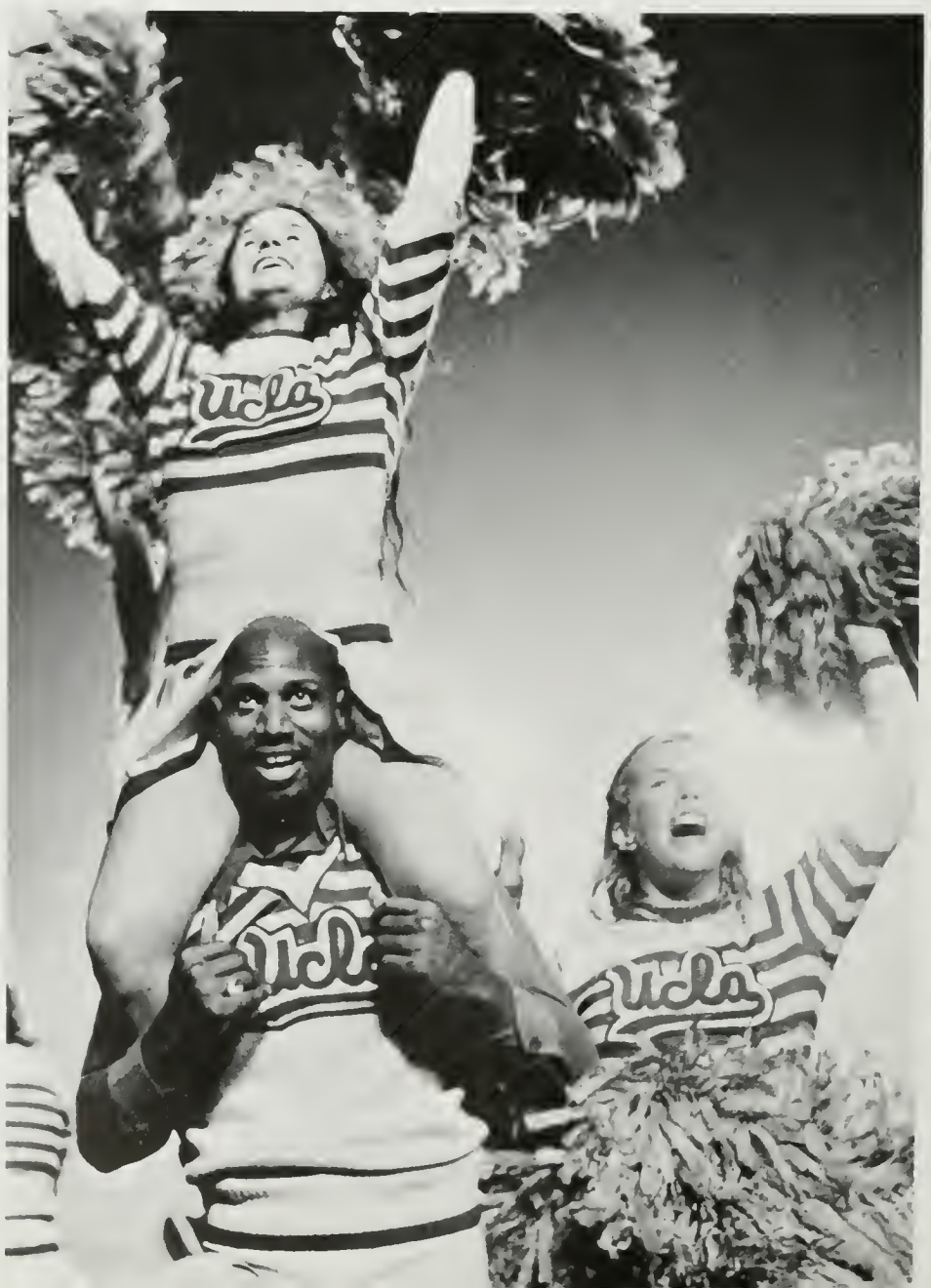
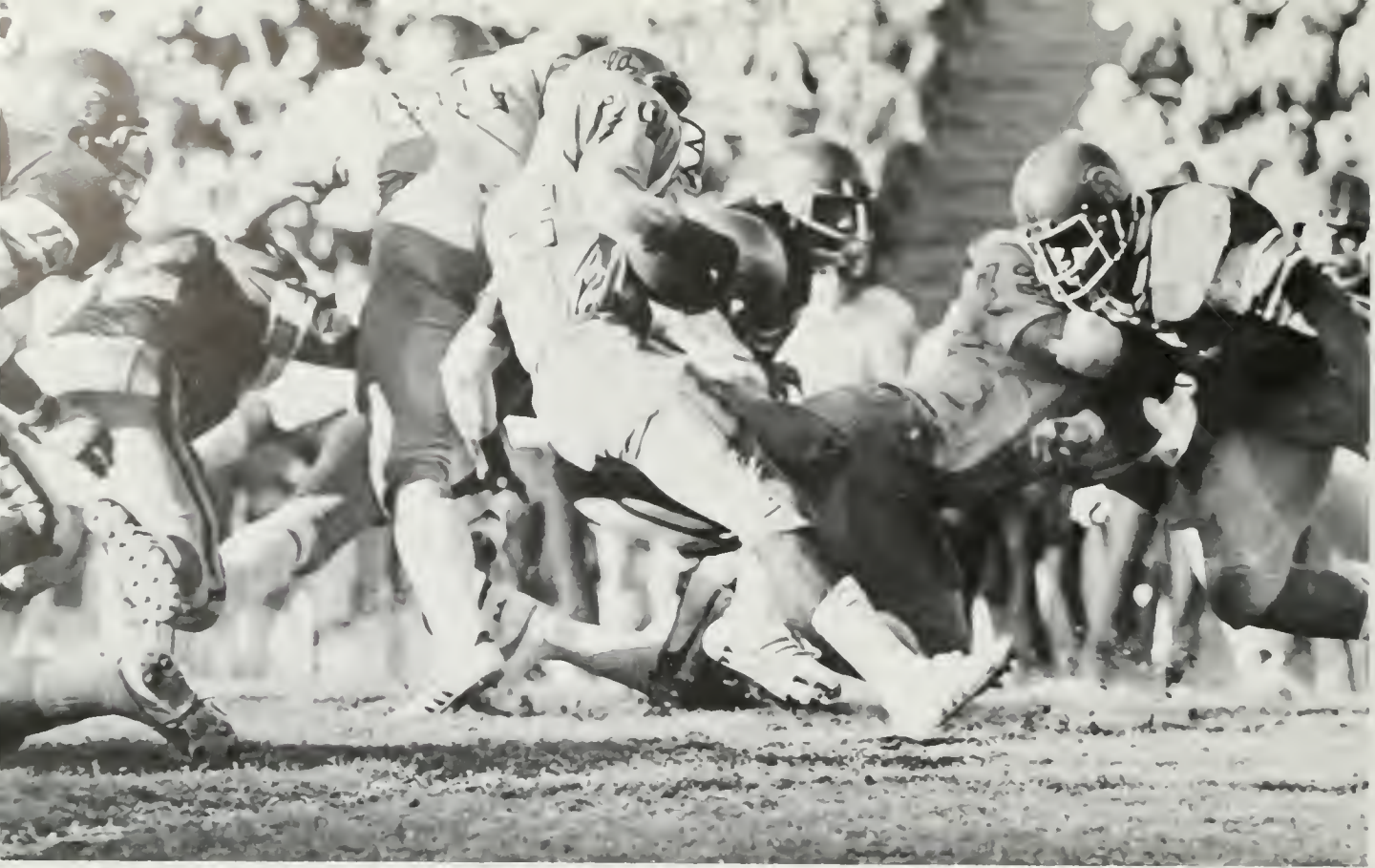
CREW

WOMEN'S CREW

Second in San Diego Classic (Open 8)
Lost to UCSB (Open 8)
Lost to California (Open 4 and Open 8)
Beat USC (Open 8)
Lost to USC (Open 4)
Lost to Cal State Long Beach (Open 8)
Beat Long Beach State (Open 4)
Won NWRA Southwest Regionals (Lightweight 4)
Won NWRA National Championship (Lightweight 4)

MEN'S CREW

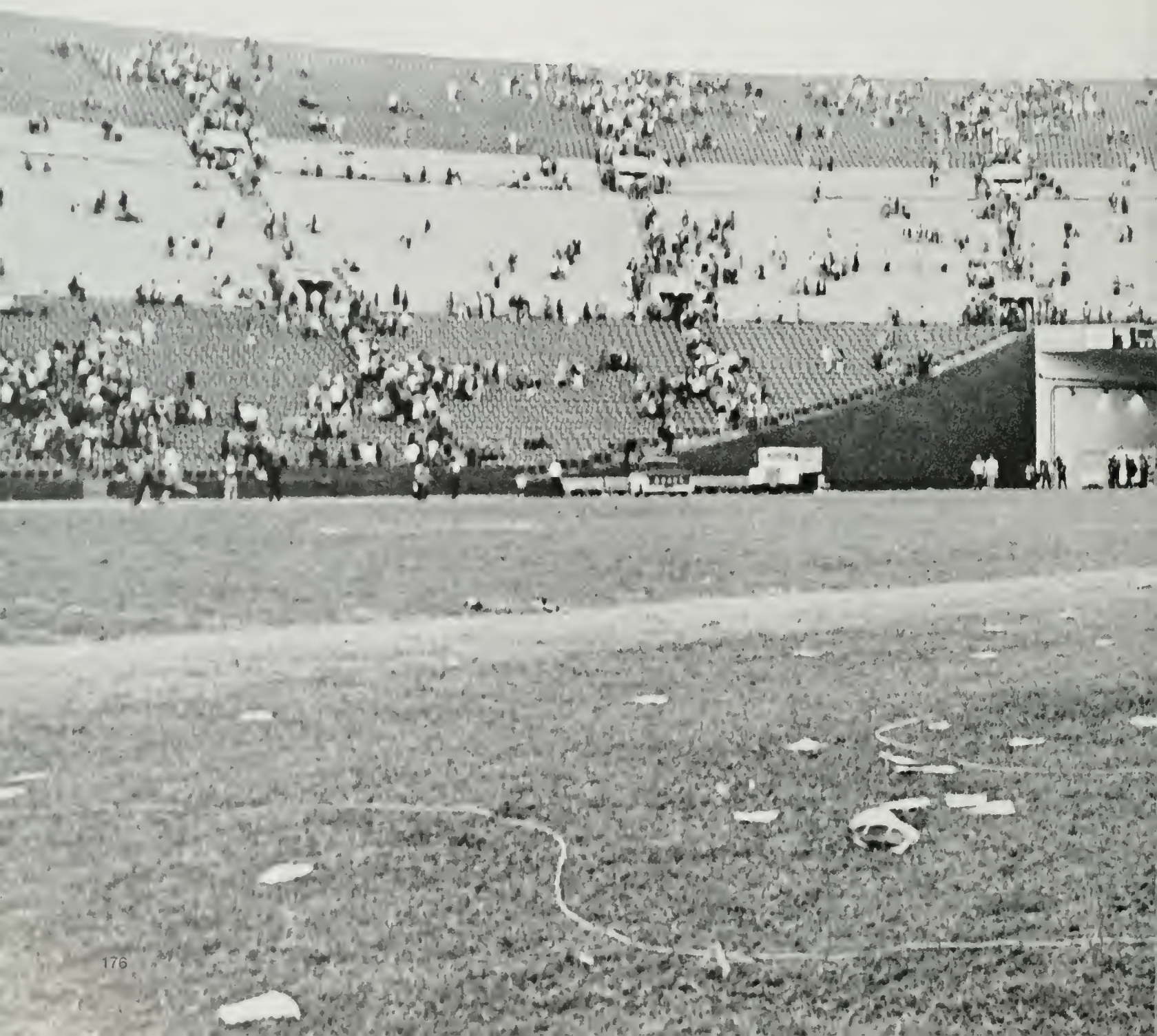
Third Place/Western Sprints
(nationals)
Won Harbach Cup Races





UCLA 17, Tennessee 17
UCLA 10, Iowa 21
UCLA 56, Michigan State 14
UCLA 27, Utah 14

UCLA 13, Stan
UCLA 17, Was
UCLA 28, Calif



ford 13

hington State 13

ornia 3

UCLA 9, Washington 31

UCLA 21, Oregon 0

UCLA 33, Oregon State 14

UCLA 9, USC 34





TRACK & FIELD

UCLA 102, Arizona 41
UCLA 81, Arizona State 64
UCLA 93, San Jose State 61
UCLA 104, Cal State Long Beach 41
UCLA 83, Tennessee 71
UCLA 101, Stanford 33
UCLA 89, Oregon 65
UCLA 88, California 57
UCLA 75, USC 70

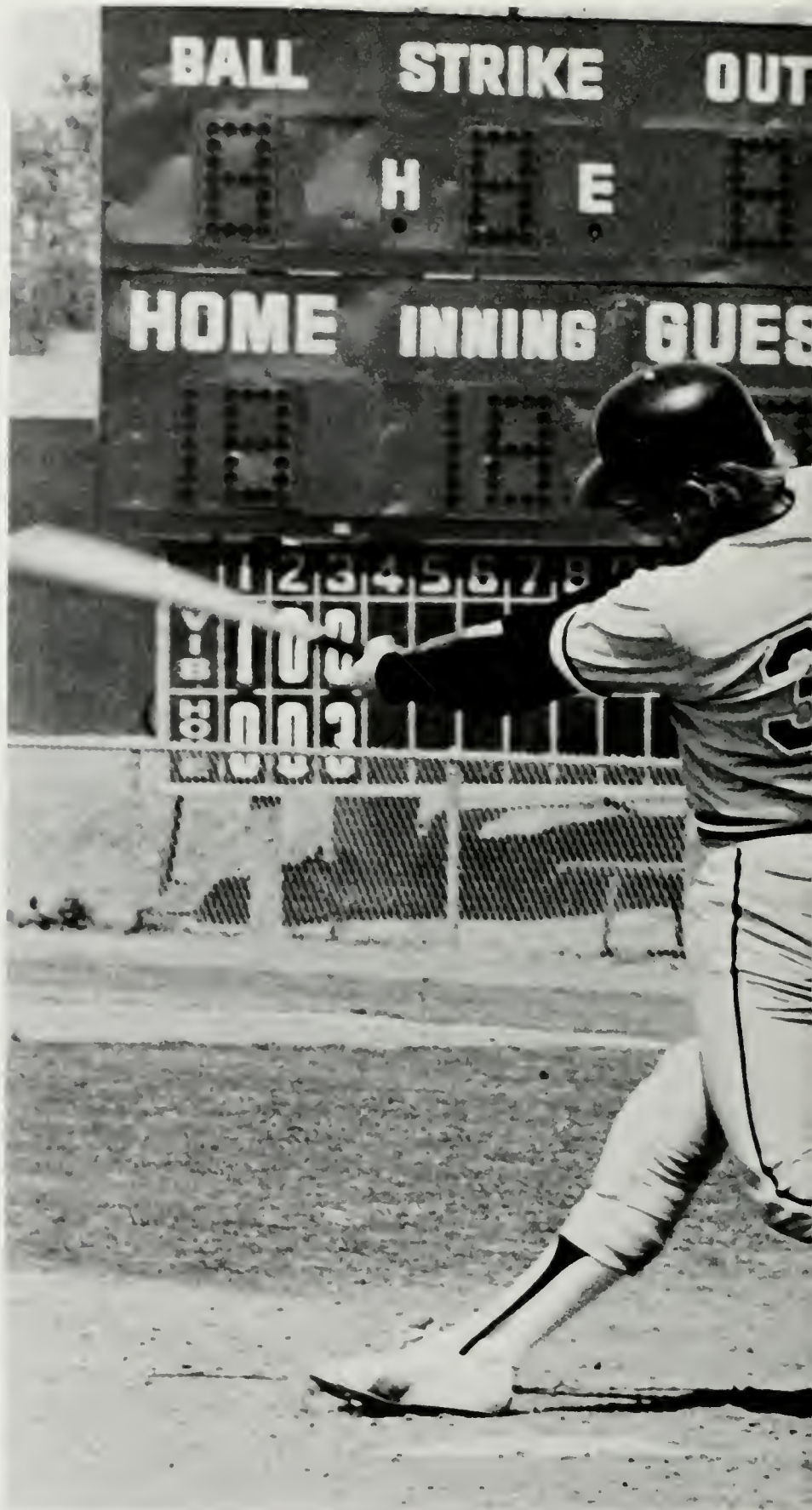






BASEBALL

UCLA 9, Cal State Fresno 7
 UCLA 5, Cal State Fresno 2
 UCLA 2, Cal State Fresno 0
 UCLA 11, UC Irvine 8
 UCLA 12, Occidental 4
 UCLA 2, Cal State Fullerton 7
 UCLA 9, UCSB 10
 UCLA 5, UCSB 1
 UCLA 9, Cal State San Diego 4
 UCLA 9, San Diego Cal State 6
 UCLA 9, Southern Cal College 0
 UCLA 9, Cal State Los Angeles 1
 UCLA 3, Cal State Los Angeles 1
 UCLA 7, Loyola 8
 UCLA 10, Chapman 2
 UCLA 5, Cal State San Diego 6
 UCLA 15, UC Irvine 6
 UCLA 13, UC Irvine 6
 UCLA 0, Arizona 18
 UCLA 3, Arizona 9
 UCLA 3, Arizona State 15
 UCLA 4, Pepperdine 3
 UCLA 6, Cal State Northridge 9
 UCLA 15, Loyola 12
 UCLA 2, Oregon 3
 UCLA 4, Utah 3
 UCLA 16, Washington State 4
 UCLA 12, Westmont 2
 UCLA 3, Stanford 0
 UCLA 1, Stanford 4
 UCLA 3, Stanford 7
 UCLA 6, California 5
 UCLA 9, California 7



UCLA 15, California 11
 UCLA 8, Cal State Los Angeles 6
 UCLA 6, Cal State Dominguez 1
 UCLA 2, USC 7
 UCLA 4, USC 6
 UCLA 4, USC 6
 UCLA 2, Cal Poly Pomona 1
 UCLA 6, Pepperdine 1
 UCLA 4, California 3
 UCLA 4, California 5

UCLA 0, California 10
 UCLA 3, Cal State Northridge 11
 UCLA 9, Stanford 5
 UCLA 3, Stanford 4
 UCLA 3, Stanford 13
 UCLA 3, Cal Poly Pomona 5
 UCLA 5, UCSB 2
 UCLA 6, USC 3
 UCLA 4, USC 10
 UCLA 0, USC 5



SOCCER





UCLA 1, Santa Clara 1
UCLA 4, Pepperdine 0
UCLA 3, UCSB 1
UCLA 1, St. Louis 4
UCLA 4, Stanford 0
UCLA 4, Biola 0
UCLA 2, San Jose State 2
UCLA 2, Cal State Fresno 0
UCLA 5, UC Riverside 1
UCLA 2, UC San Diego 0
UCLA 1, Cal State Fullerton 1
UCLA 2, USF 0
UCLA 2, Cal State San Diego 2
UCLA 3, Westmont 1
UCLA 5, Washington State 0
UCLA 2, California 0
UCLA 2, USC 0
UCLA 4, USC 1
UCLA 3, San Jose State 2
UCLA 1, USF 0
UCLA 2, St. Louis 3
UCLA 1, Hartwick 3



CROSS COUNTRY

UCLA 44, Cal State Los Angeles 31, Southern California College 55
UCLA 35, Cal State Long Beach 22
UCLA 43, Occidental 32, UC Irvine 51
UCLA 51, California 37, Stanford 40, USC 97

WATER POLO

UCLA 10, San Diego State 5
 UCLA 5, UC Davis 3
 UCLA 7, San Jose State 1
 UCLA 8, UC Irvine 7
 UCLA 4, California 7
 UCLA 6, Cal State Fullerton 4
 UCLA 10, UCSB 3
 UCLA 9, USC 5
 UCLA 8, Occidental 1
 UCLA 5, Stanford 4
 UCLA 13, Cal State Long Beach 5
 UCLA 6, Cal State Fullerton 4
 UCLA 6, Stanford 4
 UCLA 3, California 7
 UCLA 6, California 5
 UCLA 6, UC Irvine 7
 UCLA 6, USC 4
 UCLA 9, Stanford 5
 UCLA 3, UC Irvine 5
 UCLA 7, Cal State Fullerton 4



WRESTLING



UCLA 22, Cal State Fullerton 11
UCLA 23, San Jose State 8
UCLA 15, Arizona 15
UCLA 22, UCSB 12
UCLA 30, Cal State Bakersfield 12
UCLA 12, Oregon State 23
UCLA 8, Oklahoma State 31
UCLA 8, Oklahoma 27
UCLA 29, Stanford 7
UCLA 36, Colorado 9
UCLA 8, Oregon 26
UCLA 24, Cal State Fresno 12
UCLA 6, Dal Poly SLO 28
UCLA 19, California 18
UCLA 10, Washington 21

WOMEN'S BASKETBALL



UCLA 106, Irvine 13
 UCLA 101, UCSB junior varsity 15
 UCLA 117, UC San Diego 20
 UCLA 76, UCSB 42
 UCLA 92, UC Riverside 15
 UCLA 84, San Diego State 36
 UCLA 45, Cal State Long Beach 50
 UCLA 82, Cal State Fresno 44
 UCLA 78, UC Riverside 22
 UCLA 77, Cal State Northridge 27
 UCLA 55, Cal State Fullerton 60
 UCLA 89, Cal State Fresno 51
 UCLA 96, Cal Poly SLO 43
 UCLA 87, Cal State Northridge 32
 UCLA 99, UNLas Vegas 33
 UCLA 51, Cal State Fullerton 43
 UCLA 81, Cal Poly SLO 32
 UCLA 67, UC Santa Barbara 54
 UCLA 62, Cal Poly Pomona 50
 UCLA 62, Cal State Fullerton 63
 UCLA 74, Indiana 61
 UCLA 62, Mercer 50
 UCLA 41, Wayland Baptist 79



WOMEN'S TENNIS



UCLA 7, Cal State Long Beach 2
UCLA 8, USC 1
UCLA 9, Cal State San Diego 0
UCLA 0, Trinity 9



UCLA 4, UC Irvine 5
UCLA 1, UTexas (Permain Basin) 5
UCLA 0, Arizona State 9
UCLA 6, Arizona 3
UCLA 6, USC 3



UCLA 7, Cal State San Diego 2
UCLA 9, UCSB 0
UCLA 9, UCSB 0
UCLA 7, UC Irvine 2

WOMEN'S SOFTBALL



UCLA 15, Dominguez 0
 UCLA 0, Golden West College 4
 UCLA 5, Golden West College 1
 UCLA 18, LaVerne 3
 UCLA 4, Cal Poly SLO 9
 UCLA 8, Chapman 0
 UCLA 0, Cal Poly Pomona 7
 UCLA 17, UCSB 3
 UCLA 7, Riverside 1
 UCLA 21, Cal Baptist 4

UCLA 14, LaVerne 6
 UCLA 2, Sacramento 8
 UCLA 14, Riverside 3
 UCLA 0, Reno 6
 UCLA 17, Cal Baptist 2
 UCLA 2, Fullerton College 5
 UCLA 5, Cal Poly Pomona 4
 UCLA 22, Riverside 5
 UCLA 5, Cal Poly Pomona 2
 UCLA 20, LaVerne 0

SPIRIT SUPPORT

DANCE SQUAD

Corinne Cannell
Carole Hall (Head Song Girl)
Janice Mooney
Kathy Skillman
Delight Slotemaker de Brune
Lynn Sloyer

MASCOTS

Janice Hayes
Jose Roman



CHEERLEADING SQUAD

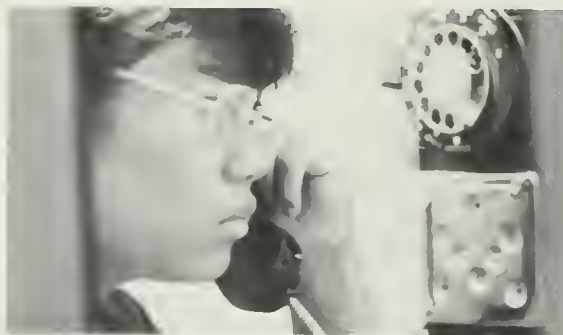
Greta Bogner
Skip Graef
Evelyn Lambert (Head Cheerleader)
Eric Mansker
David Miranda
Laura Mishima





“... yeah, I’d like to be able to talk to my roommate, and tell him what I really like and dislike about him ... I don’t know ... I have to live with the guy.”

**“I wish I could get into the dorms
people are on the waiting list”**



**rooms. Do you know how many
t? Four thousand...**



...FOUR THOUSAND!!”





"Some people have really heavy thoughts about R.A.'s. They expect you to be a certain way . . . and so they don't really treat you like a person. It's kind of lonely in that sense. . . . you don't have too many people you can lean on."







"People say that all the girls in our house are tall, rich, bitches . . . There are so many exceptions that I think it's really sad to stereotype, and I really resent it when people do it to us personally . . . well, I consider myself basically different from everybody else in this house, and I'm sure everyone else would tell you the same thing."



“Some girls go through rush because they figure it’s the only way to survive on campus.”





"... I
don't know how
I would have
met people and
made friends
if it weren't for
the house."





"Rush is a horrifying experience . . .
it's a horrible experience too. It's un-
fair, it's discriminatory. . . everything
everyone has ever said about it is
true."





toe
in a univ



"Frats are more than
just drinking beer... There's a chance
experience a brother love relationship
iversity that's too cold and impersonal."



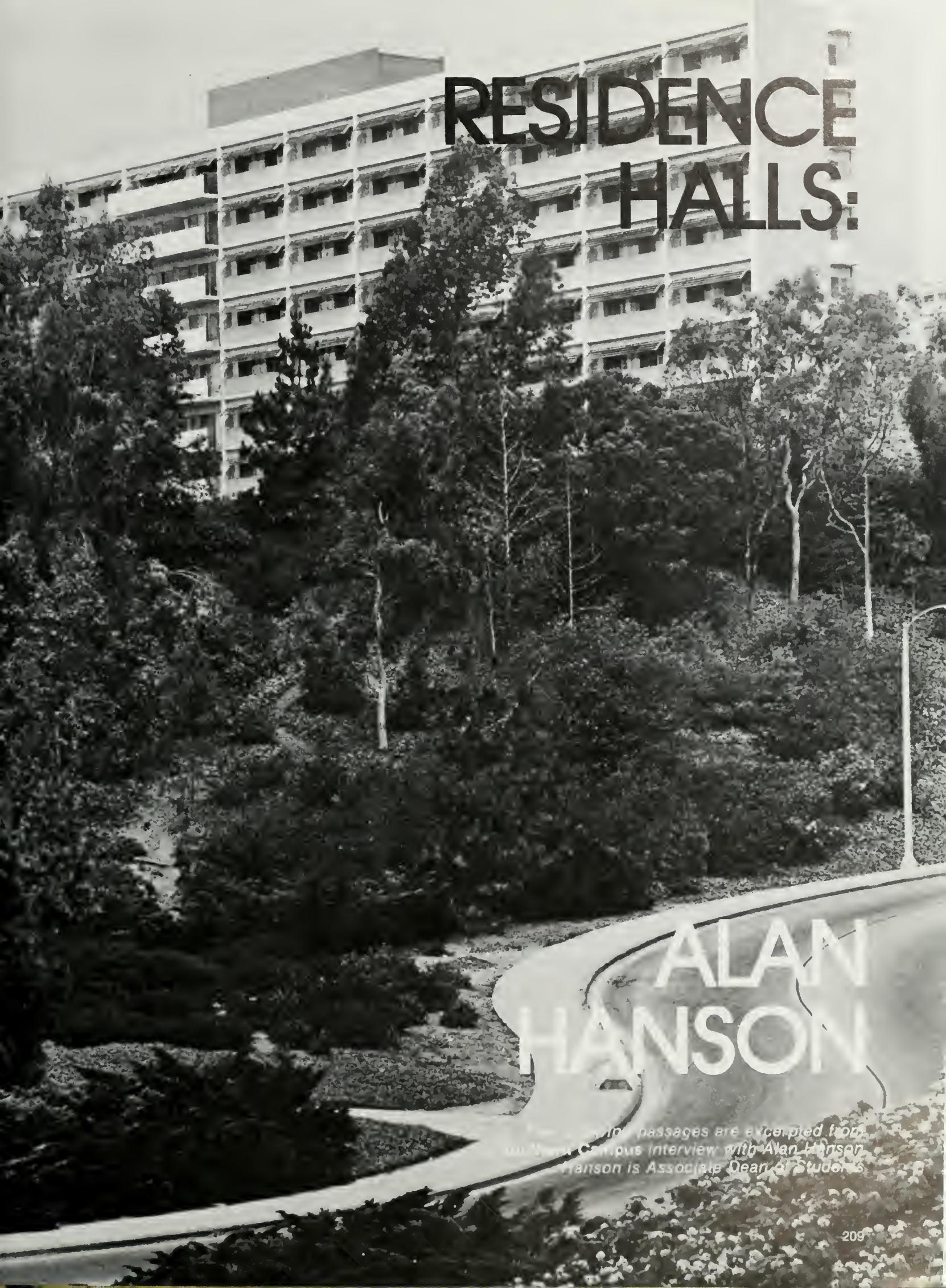
“All the bad stereotypes
about frats are true . . .
The places are zoos . . .
There generally isn't much
conversation on a date
with a fraternity guy.”







**“I’m not a big frat man ...
I just joined so I could meet people.”**



RESIDENCE HALLS:

ALAN HANSON

The following passages are excerpted from
a recent campus interview with Alan Hanson.
Hanson is Associate Dean of Students.

Ten years ago I started here as what is now called an assistant dean. (AH is 32). When I first came to the university there was a much heavier commitment economically by the administration to program residence halls, especially in the counseling sense, and the heavy emphasis was on finding professional personnel to deal with students in a counseling relationship. With that in mind, people like myself were sought around the country to be largely counselors-in-residence with students. We were sought primarily for our counseling skills, but with an appreciation for the necessary administrative responsibilities and for the kinds of programs you need in residence halls to get people to know each other in that setting. But of the three, I mean administration, programming, and counseling, the emphasis at that time definitely was in the counseling area. However, that shifted quickly after I arrived, with the change of top personnel in the Chancellor's chair. Chancellor Young began to emphasize programming.

Regarding the conversion of La Mancha, the fact is that they can make a tremendous profit by serving the kind of population they're now serving, more than they could be serving students. And they weren't doing badly serving students. My understanding is that they were making a little better than 13% profit. But their investors saw from the market research being done that there was a better market in serving older persons. Now how the university should deal with that is a tough question. It doesn't tell Bullock's that it ought to serve the needs of the students, as an analogy. The university has tried not to get itself into a political position of defending or advocating private enterprise. We didn't have the opportunity to buy La Mancha, or that might have been different kind of proposition.

I think we have a responsibility to assist in the search for housing whether it be in the form of leasing or soliciting. But we're not funded to do the kinds of things that we feel are important to do. This summer, if we are successful, we will have the funding to employ two people to do what one campus has found to be fairly successful: door-to-door soliciting. Our listing operations probably could be tripled in order to supply the amount of space available that people are asking for. Our well-informed guess is that there is a considerable amount of space, not only in Westwood or Brentwood but also Santa Monica, but people are not using it because we're not learning about it.

In selecting House Advisors, who are now known as Resident Assistants, I look for a lot of the best qualities that people can have: sensitivity, maturity, experience, resourcefulness — all of those kinds of nice



labels naturally apply. What I look for is a little bit different than what each of the other assistant deans looks for. My overriding concern is to find somebody who not only has the maturity, experience, and ability to relate to a wide variety of people, but also approachability. We need people who exude approachability, even if it's just to get information or to relate a pathetic problem that is brewing in the person or an emotional immaturity or whatever. At the same time the person must be someone whose ideas are respected, whether they concern noise control or programming, administration, and counseling. That's a tough balance for anyone to possess, but even with all of these qualities he or she could be the duller person you ever met, so there are a lot of other things to look for. Among these are cheerfulness, a good sense of humor, and the ability to listen as well as communicate. All of the different kinds of things that we're looking for — character, poise, emotional maturity, and just plain good feelings — get tested in one way or another through the six or seven steps that occur in the RA recruitment process. We're not looking for super humans. It's really a balance of fairly common characteristics that's being searched for.

I think that the biggest overall change in students since I've been here has been their involvement in the decision-making process on campus. In the periods when a lot was being asked for there were relatively few students involved in the decision-making process. There were a lot of people rallying around the idea that there should be more involvement with few people because the structures weren't such that many people could participate. You could say there were three stages. First, there was a time when people weren't questioning the people participating in the decision-making processes, except for some hindsight criticism of those who had held office in the past. Second, there was a period when a lot of demand and protest occurred because of what was thought to be unfair. And now, over the last three years, there has been an enormous amount of student participation in all areas, though maybe even more is possible. The objective now is to work with students, not for them or necessarily against them. The school of thought from which I was trained says student development occurs by working students. I have some expertise in that area and maybe in the final analysis I have to be held accountable for the kind of people produced by the system. Students should be treated as junior colleagues. That is still not the case in the classroom, unfortunately. Students should be seen not as students but as junior colleagues working with the faculty in trying to discover

truth whether it be in the form of chemistry or art or any other field. This relationship applies more to some fields than others, and is going to be more difficult to develop than in the extracurricular areas of programming and student services in general.



I think that the residence halls are of tremendous value to the educational growth of students. First, there is the opportunity to develop friendships. Through living with roommates and other group relationships you will learn an awful lot about yourself through the eyes of others. You don't get the highly selective pattern that goes into fraternities and sororities, so you're forced to live in a community of great complexity where the variety of people you encounter prepares you for adult life. It's an intense experience, certainly in terms of the choice of things that you can do. It's a real rainbow of fun, but depressing things can happen to you as well. But it gives you a good idea of what it's like to function in a reasonably isolated situation, even though the heterogeneity of the heterogeneity is greater than in almost any other living experience.

If you're a commuter your chances of dropping out of school are about ten percent greater than residents. The chances of your being involved in something that's meaningful to you are improved a whole lot if you live in the residence halls. The educational benefits of group living also include generally better grades and higher sheer persistence. As a result, there is an increased chance that your total experience in school and your conception of the university will be favorable.

FRATERNITIES:



BRUCE BARBEE

*The following excerpts are taken from a **Southern Campus** interview with Bruce Barbee. As Associate Dean of Students, Barbee is advisor to the Inter-Fraternity Council.*

Although there are considerable differences between the different houses, there are some basic concepts involved. Men join a fraternity for many reasons. Common among them, however, are the desires to belong to a group which is small enough for each member to be seen as an individual. Men hope to find the bond of friendship which will be an important part of their lives both here as a student and in the years after. "Brotherhood," although an often overused word, is important. A good fraternity has strong bonds between its members. These bonds are strengthened by common participation in sports, and many other campus activities. They are also strengthened by participation in the actual running of the day to day activities of the house, the management of it, the buying of the food, etc. The strength of an individual fraternity is very much a reflection of the willingness of its members to give of themselves so that what has been passed on to them will in turn be passed on to others.

For the people who find a home in a fraternity (whether they actually live in or not) there are obvious benefits to membership. Probably most important is the brotherhood or camaraderie which exists in a good fraternity. The strength and support a person can gain from such a relationship is probably the greatest strength of the fraternity system. For people who find fraternity living right for them, the rewards are many.

It is, of course, presumptuous to feel that fraternities are the right place for all students. They offer group living in every sense of the word, both positive and negative . . . they are not necessarily the right place for a person who has trouble feeling comfortable in groups . . . To the campus as a whole, the fraternities offer an important alternative style of living, one which some people will find very attractive to them for their years here at UCLA and which others will find attractive for parts of their time here as they seek and explore different ways of relating to and living with others.

The Greek structure and strength here at UCLA seems to be mirroring the strengths and structure found at other schools across the country. Most schools are reporting increasing growth and strength in their fraternity and sorority systems. There is right now a much greater desire to live in or be associated with fraternities than was found several years ago. It is probably true that the Interfraternity Council, the body which coordinates and administers the fraternity system here, is somewhat stronger than similar bodies found at other schools. Certainly our own IFC has grown in strength over the recent past.

There are several reasons for this growth and change in the past few years. The fraternities themselves changed a good deal in the late 1960's and early 1970's. Initiating rites like hazing are a

thing of the past. Fraternities are much less rigid and restrictive. They are more flexible and open in the kinds of things they do and the kinds of things they hope their members will do. The pressures to associate with certain people, etc., exists no more in fraternities than they do in any group situation where there is peer pressure. Important also is the changed mood of the campus. Fraternities were, perhaps rightly, seen as out of step with the times, but now both the times and the fraternities have changed to the point that the upswing is obvious. It is no longer fashionable to be "down" on fraternities. The general campus attitude is at least neutral . . . although you certainly will still find plenty of strong opponents and proponents.



Right now, the future looks bright for the fraternity system. Interest is running very high, and there appears to be a goodly number of people within the system who are dedicated to its continual development and expansion. There is a continual interest on the part of other nationals to establish chapters at UCLA. The major thing now which holds these nationals back is the high cost of obtaining property near to campus. This is probably the major factor currently existing which could temper the expansion of the system.

SORORITIES:

CHRIS FISHBURN

The following excerpts are taken from a
Southern Campus interview with Chris Fishburn,
its Assistant Dean of Students. Fishburn is advisor
to the Fraternity Council.



A sorority is a house; a place to live, to drop in, to study, with convenience and close proximity to campus. A sorority is also a home; a style of living that promotes life-long friendships, encourages academic excellence, leadership, and talent. A sorority offers limitless opportunities for social, intellectual, and emotional development. Sorority living is based upon the idea of working together and helping one another, while having fun. As in any group living situation, there are compromises that must be reached in order to maintain a happy and secure living environment.



The old quote: "We are not good because we are old — we are old because we are good," is certainly true of sororities. Many are 100 years old nationally, 50 years old at UCLA, and would not be thriving on campus today if they were not in accord with the times. Remembering that sororities were founded by liberated women, attending college in days when very few women were admitted, should give a clue to the importance sorority women place on adapting to societal change, initiating change, and realizing their full potential as individual women in a group.

The housing shortage at UCLA has certainly augmented the popularity of sororities. However, it would be inaccurate to say that this is the sole cause for the rapidly rising numbers registering for rush (the number has almost doubled every year for the past four) . . . the nostalgia trend — seeking the good old days — plus wider Panhellenic public relations showing the relevance of this type of lifestyle has had much to do with the increasing sorority membership.

Four years ago, it was a lucky house (financially) that was filled to capacity . . . today the situation is reversed — UCLA sororities are busy securing housing for all of their members. The system is healthy and thriving, and is predicted to continue in the same manner . . .

PANHELLENIC COUNCIL



Left to right; sitting; Carol Schriver, Anne Schauerman, Jane Bony (President), Paula Wiener; standing; Sue Williams, Beth Malitz, Blair McGovern, Pam Easter, Donna Palamar, Andrea Portenier, Not Pictured; Cindy Hohle, Lisa Kistler, Toni Griggs, Janie Ballard, Carmen Rexach, Nancy Rawding, Diane Tuck, Beezie Daly, Karla Freedman, Carol Hybl, DeeDee Thorburn, Janet Robertson.

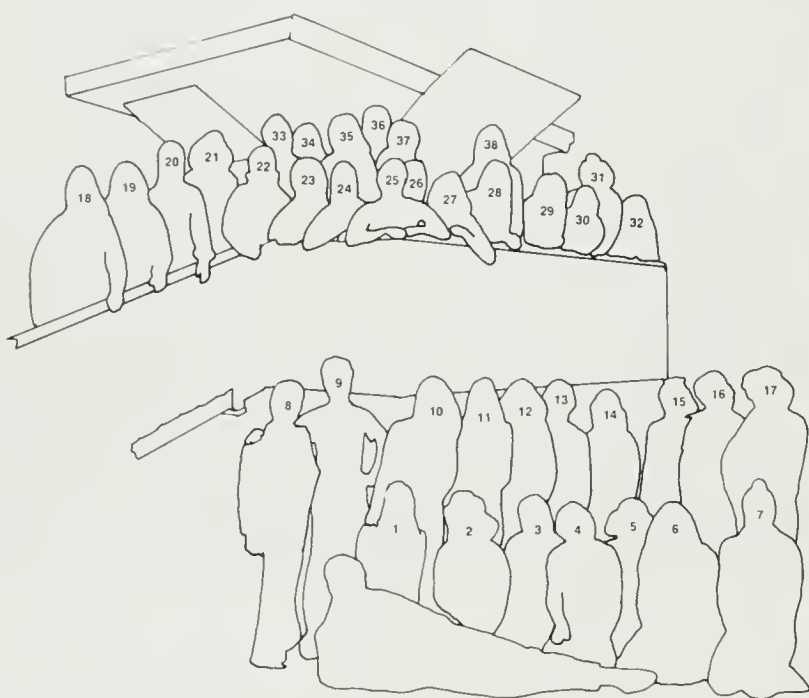
ALPHA CHI OMEGA



Left to right; front row; Carmen Castillo, Kathy Guilfoyle, Susie McNamara, Julie Uniack, Beth Waters, Germaine Eyherabide, JoAnn Paiz, Louise Mosich, Virginia Frise, Tina Undermark; second row; Cindy Zerman, Ann Teaford, Kathy McNamara, Debbie Walker, Irene Honda, Jo Brinkman, Julie Crothers, Karen Clayton, Cindy Ricks, Katie Bowen, Carrie Pickman, Kathy Carson, Karen Getten; third row; Denise Miller, Carol Schriver, Debbie DeGroot, Karen Lee, Anne Saunders, Linda Schlatter, Diane Dodson, Nancy Caton, Sue See, Pam Spuegeon, Dana Keefon, Lynn Mucha, Debbi Pendleton, Linda Yand; top row; Robbin Abbitt, Kathy Faisant. Not pictured; Julie Brown, Sharon Burke, Chris Campbell, Teri DeMent, Ruth Finger, Stephanie Forbes, Karen Gibler, Laurie Haskins, Debee Hyman, Jill Johnson, Gail Jones, Lynn Martin, Donna McNalley, Susan Miller, Cheri Norris, June Obedowski, Judy Ortnier, Janet Payne, Diane Randolph, Vicki Robbins Stephanie Wong, Debbie Yetto.

Chi Omega

ALPHA DELTA PI



1. Wendy Berweiler, 2. Celeste Iida, 3. Lori Black, 4. Lori Miller, 5. Jeanette Clauson, 6. Marie Sanders, 7. Esther Martini, 8. Denise Abramson, 9. Joan McCormick, 10. Carol Hybl, 11. Teddy Parker, 12. Pamela Robinson, 13. Eileen Shirey, 14. Barbara Levy, 15. Holly Unland, 16. Dee Dee Thorburn, 17. Renee Bush, 18. Cindy Warner, 19. Rosalinda Campos, 20. Mary Anne Cartaino, 21. Diane Rebrovich, 22. Michele Beland, 23. Kim Shanks, 24. Deborah Day, 25. Janie Koenigsberg, 26. Julie Scholar, 27. Leslie Farren, 28. Jana Merryfield, 29. Leslie Fender, 30. Sandy Hill, 31. Sue Roberts, 32. Cindy Hull, 33. Debra Ehrlich, 34. Paula Hird, 35. Merle Horwitz, 36. Christine Rogers, 37. Lynne Dines, 38. Pamela Dean.







ALPHA EPSILON PHI



First row; left to right; Nance Richmond, Sue Silverman, Diane Fernbacher, Becky Ramirez, Evette Lieverman, Beverly Pinto, Renee Turkell, Sue Krupitsky, Beth Lantheaume; second row; Barbara Sternberg, Robin Walmark, Debbie Herman, Linda Lippet, Lesly Marx, Jane Wigod, Missy Clar, Lori Levinson, Jill Greenspan, Ellen Goldstein, Cheryl Raffelson, Sherilyn Adler; top row; Marla Gelman, Patricia Boatwright, Beth Malitz, Paula Weiner, Linda Harris, Kathy Kraus, Patti Howard, Kathleen Olish, Debbie Friedman, Lynn Tolkan, Jane Marchesi, Patty Linden.

ALPHA GAMMA DELTA



1. Margy Jensvold, 2. Cindi Kurowski, 3. Linda Heinmiller, 4. Laurie Huggard, 5. Elin Cook, 6. Caela Casarino, 7. Meredith Lyon, 8. Ginny Mason, 9. Diane Barrett, 10. Terri Kaczorowski, 11. Judy Boster, 12. Elaine Yeh, 13. Paula Nussbaum, 14. Sylvia Merino, 15. Tracy Wong, 16. Cindy Luis, 17. Nancy Nelson, 18. Sari Mahakian, 19. Pam Whitmer, 20. Kris Griffin, 21. Lisa Babel, 22. Marcy James, 23. Kenda Wheeler, 24. Donna Palamar, 25. Lynn Blair, 26. Norma Riley, 27. Pam Easter, 28. Carol McGough, 29. Mary Jo Miller, 30. Mary Young, 31. Alice Gleason, 32. Liane Wittenkeller, 33. Vicki Jaeger, 34. Kay Kawarantani, 35. Melanie Sharon, 36. September Maletz, 37. Carol Reed, 38. Ellen Williams, 39. Pam Steel, 40. Marie Huskey, 41. Jeannette Chiang.





ALPHA GAMMA OMEGA

Left to right; front row; Doug Douglas, Marty Stephens; second row; Rich Reinertson, Grant Burdick, John Larson, Chris Wong, Jeff Holt, Alan Kempner, Mike Arehart, Jay Hargis, Paul Todhunter, Mark Barrett; top row; Ron Main, Alan Turri, Dave Fredrickson, Carl Gabrielsen, Phil Herley, Joe Grieco, Dave Nichols, Zim Zimmerman, John Schmidt, Dave Atkinson, Kent Malone, Mike Cochrane, Howard Nordeen, Tim Cater.

Editor's note: The following was written and submitted by Alpha Gamma Omega.

The men of Alpha Gamma Omega distinguish themselves by serving the Lord Jesus Christ and being committed to sharing His message with others. A personal relationship with God through Christ is stressed, surpassing an intellectual belief or an emotional commitment. While spiritual maturity through Bible studies and prayer breakfasts is emphasized, AGO also seeks to build the total man by developing him physically, socially, and academically. Their activities include participation in the intramural sports program and Mardi Gras, as well as interaction with their sister sorority, Alpha Delta Chi, and their auxiliary group, the Little Sisters of Maranatha. Alpha Gamma Omega has found that these elements have led to the awesome growth of the fraternity this year, both in the number and quality of the men living there.

ALPHA PHI



1. Jeannine Sullivan, 2. Roxanne Malian, 3. Barb Rust, 4. Mary Clifford, 5. Janet Hausrath 6. Blair McGovern 7. Judy Schmidt 8. Cindy Pearson 9. Nancy Salisbury 10. Gail Goodman 11. Sue Davis 12. Lisa Edwards 13. Anne Morgan, 14. Jamee Jordan, 15. Teri Hassler, 16. Nancy Jo Henricksen, 17. Sue Godejahn, 18. Nanette Hemm, 19. Becky Lenaberg, 20. Mary Jo McNally, 21. Linda Algren, 22. Sharon Caplis, 23. Sheree Adams, 24. Pat Sankey, 25. Julie Allen, 26. Laura Listug, 27. Gwen Crook, 28. Kari Von Wenig, 29. Carol Reed, 30. Elaine Johnson, 31. Stephanie Button, 32. Debi Bryon, 33. Judy Henerson,



34. Laurie Drake, 35. Denise Daze, 36. Roma DePrang, 37. Pat Gutierrez, 38. Debi Beckwith, 39. Linda Stankey, 40. Barb Udell, 41. Cheri Hoffman, 42. Kim McCormick. Not pictured: Susie Tucker, Kathy Cummings, Ro Nocciolo, Karen Rosenblatt, Claire Choate, Lynn Ruzek, Denise Hart, Gail Welland, Margie Markson, Robin Howard, Jody Weeks, Cathy Stafford, Sue Pasco, Dana Archer, Anita Algren, Cindy Robertson, Debbie Dean, Cheryl Botzong, Mary Ann Marks.



ALPHA XI DELTA



Left to right; first row; Shira Zabari, Pam Busch, Lisa Howard, Yvonne Lockhart, Sheri Siegel, Marian Wolff; second row; Mary Anne Chapman, Sandy Malloy, Paula Barrientos, Elaina Habeeb, Fran Taboada, Lynn Richards, Linda Eastman, Barbara Lubow, Kathy Rose. Not pictured; Cathy DiStefano, Yvonne Martony, Cindy Minton, Penny Phillips, Murel Ribaud, Sandy Sacks, Tania Horton, Carolyn Williams, Linda Yamauchi.

CHI OMEGA



Left to right; bottom row; Kim McLane, Sherie VanMatre, Laura Naslund, Barbara Kent, Mercy Gonzalez, Julie Boege, Liz King, Kate Supple, Jeffrie Jones, Eve Tipton; middle row; Nancy Wilder, Judy Porter, Cindy Hohle, Dana Schoenfield, Jennifer Welsh, Kathleen Skillman, Geri Molina, Marilyn Sweetnam, Julia Harwood, Stacy Kelleher, Laurie Jenks, Heather Oguilue, Donna Bruhn, Nancy Tormey; top row; Claudia Wrazel, Greta Bogner, Lucy Whitcomb, Melinda Mark, Eileen Fredrickson, Paula Ressler, Vicki Kling, Karen Malin, Heidi Lehto, Andi Matheny, Susan Harris, Robbin Smith, Beverly Haines, Manice Bickel, Jane Dorlon.



DELTA SIGMA THETA

Left to right; front row; Elizabeth Spencer, Stephanie Allen, Sheryl Ledbetter, Ethel Newton, Deidra McAlpin; top row; Penny Palmer, Michele Oliver, Andrea Owens, Harriet Moss, Marcia Melton, Julie Bowlin. Not Pictured; Annette Avinger, Nicolette Ballou, Terry Brown, Lynett Love, June Smith.





1. Sandy Weaver, 2. Lynne Werner, 3. Liz Marimon, 4. Sue D'Elia, 5. Carol Pickle, 6. Denise Oyer, 7. Karen List, 8. Linda Phillips, 9. Gail Gilroy, 10. Ellen Lewis, 11. Carolee Shepphird, 12. Mimi Martin, 13. Lisa Kistler, 14. Sandy Sasser, 15. Connie Robinson, 16. Cindy Fox, 17. Leslie Barbieri, 18. Nancy McNary, 19. Yosh Yamanaka, 20. Jody Schwarz, 21. Lori Ousman, 22. Lynn Magorien, 23. Pam Gutman, 24. Ann De Lorimier, 25. Peggy Knapp, 26. Vickie Way, 27. Laura Tannenberg, 28. Cindy Maiers, 29. Tina Coke, 30. Marcia Banks, 31. Janet Andrews, 32. Ginger De Lorimier, 33. Jody Steiner, 34. April Knapp, 35. Linda McAdams, 36. Lori Allen, 37. Mona Osborn, 38. Kris Blakeman, 39. Debbie Ehlers, 40. Kathy Watson, 41. Louise Egolf, 42. Sally Menke, 43. Jane Bennett, 44. Laurie Ehlers, 45. Karen Shearer, 46. Ginny Oliphant, 47. Ruth Madocks, 48. Sandy Wolfsberger, 49. Marcie Podgur, 50. Gail Goodell, 51. Kim Steever, 52. Janet Bartels, 53. Jill Flanagan, 54. Shirley Gorman, 55. Karen Buxton, 56. Stephanie Spindler, not pictured: Robin Baker, Beth Bonelli, Liz Braley, Sherri Deems, Vickie Fink, Karen Gilroy, Marily Hopkins, Debbie Meyer, Gail Neff, Val Reasoner, Barb Sirola, Debbie Wyman, Mary Pat Zumach

DELTA DELTA

DELTA GAMMA



Left to right; front row; Jeanne Perkins, Jill Karren Brock, Barb Mason, Karen Moore, Barbara Beaubian, Robin Freeman. second row; Susan Keefer, Alison Powell, Diane Giavia, Sharlene Shipman, Diane Costley, Jill Johnson, Jayne Rizzi, Lynda Leonard, Pam Miller, Theresa Davidson, Dinise Labowitz, Nancy Vebel; third row; Andrea Abbale, Lori Etkin, Lori Coit, Carol Martin, Sidney Cruce, Marty Cuttins, Nancy Bertosa, Hillary Moses, Linda Johnson, Kim Heycox, Jonie Ballard, Kim Stelzner, Ruby Luzano, Barbara Carmack, Shannon Tracy, Polly Stocking, Cheryl Huggs, Kathy McCann, Caren Siehl; last row; Carol Neher, Sue Beryle, Beth Sutton, Jane Marshall, Mary McDonnell, Jeri Johnston, Debbie Peacock, Jackie Knott, Tara Latimer, Lynn Trevisin, Andy Palmer, Deborah Plummer, Mary Ann Mueller, Marqurite Pollitt, Karen McLellan, Catherine Supple, Rochelle Lucostic, Barb Vanderhoof, Cora Grieve, Marie Egan.

KAPPA KAPPA GAMMA

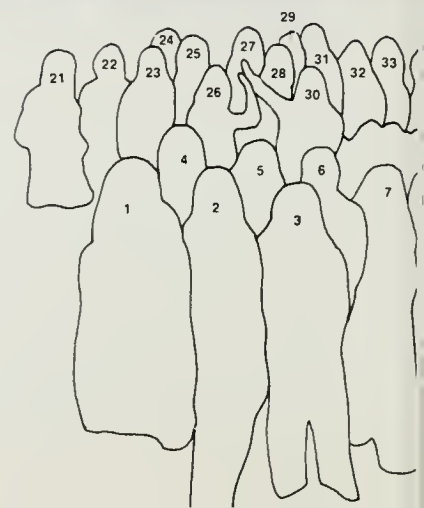


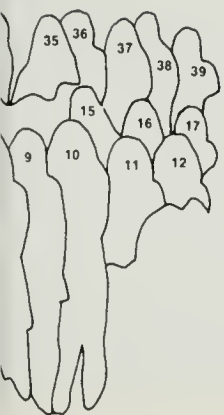
1. Lynn Martin, 2. Suzy Lloyd, 3. Diane Mellor, 4. Shauna West 5. Peggy O'Hara, 6. Delight Slotemaker de Bruine, 7. Laurie Thomas, 8. Marcia Blanke, 9. Margot Keeman, 10. Ann McGoldrick, 11. Susan Kane, 12. Debby Riley, 13. Debbie Cobb, 14. Laurie Regan, 15. Ann Dolby, 16. Joyce Shimizu, 17. Sheri Whitehouse, 18. Anne Young, 19. Brier White, 20. Jane Bouton, 21. Kathy Snyder, 22. Linda Fitch, 23. Laurie Peterson, 24. Ann Baumgartner, 25. Jo Ellen Rickey, 26. Kathy Broderson, 27. Gail Maddrell, 28. Debbie Hodgins, 29. Diane LaPorte, 30. Jill Geissler, 31. Marilyn Yardley, 32. Anita Hinds, 33. Kathy O'Brien, 34. Kathy Brennan, 35. Barbara Mahoney, 36. Breezie Daly, 37. Kerry Hodge, 38. Robin Lewis, 39. Jane Voeltz, 40. Dawn Stalwick, 41. Denise Fischer, 42. Cindy Clark, 43. Chip Dunfee, 44. Kathy Randolph, 45. Sue Taylor, 46. Betsy Anderson, 47. Emily Waingrow, 48. Laurie Doumakes, 49. Tina Hansen, 50. Karen Grauman, 51. Nancy Vickers, 52. Laurie Swett, 53. Lynn Sloyer, 54. Karen Hughes, 55. Cathy Young, 56. Jona Kretzu.





GAMMA PHI BETA





1. Cindy Herrling, 2. Claire Stewart, 3. Janie Saine, 4. Teri Bennett, 5. Valerie Vlhadikis, 6. Sue Jensen, 7. Kendra Coleman, 8. Denise Efflandt, 9. Luck Ong, 10. Patti Ferran, 11. Jeanne Roush, 12. Maureen Herman, 13. Mary Jane Babyak, 14. Diane Williams, 15. Deb Cooch, 16. Diana Davis, 17. Kathy Hudson, 18. Donna Twiss, 19. Kelly Walls, 20. Jolene Steichen, 21. Amy Haws, 22. Ann Schmikraff, 23. Lorie Lynch, 24. Lynn Schroeder, 25. Leslie Miller, 26. Nancy Rawding, 27. Lucy Lundegard, 28. Laughlin Briggs, 29. Patti Herman, 30. Janie Hildt, 31. Pam Garside, 32. Sandy Twiss, 33. Joni Forder, 34. Wendy Weller, 35. Jane Weber, 36. Cindy Bartus, 37. Leslie Tedrow, 38. Donna Von Mizener.





KAPPA ALPHA THETA

Row 1: Kim Delaney, Julie Ostarello, Alyson Ledwith, Corbie Dennis, Patty Sue Creamer, Lori Walter, Nikki Timm, Vicki Vance, Marcia Gravette, Randy Hill, Patty Van de Kamp. Row 2: Patti Miller, Debbie Samson, Sheryl Erickson, Cornell Chulay, Julie Mebaneth, Carol Hall, Mimi Monaco, Suzanne Stranz, Lynn Hill, Winter Horton, Karen Mosher, Sue Pipal, Janet Buchanan, Chris Canciotto, Kathy Loss, Susan Williams. Row 3: Kathleen Flannery, Anne Harmon, Val Frederick, Ginger McAfee, Jan Schoell, Kim Penney, Paula Six, Cathy Shankle, Wendy Carr, Maureen Dunne, Anne Eisenhower, Richelle Zauner, Susan Handy, Barbara Rayborn, Allyson Knoth, Blair Power, Claire Pederson, Laura Ferer, Holly Lawson, Devon Doan, Brooke Bentley, Becky Chandler. Row 5: Janice Mooney, Sherri Wilson, Janice Salsbury, Susan Laidlaw, Cindy Stordahl, Sally Sexton, Pam Clarke, Gayle McDowell, Robin Chew, Sue Wix, Judy Woodward, Susie Pearce, Patti Fitzpatrick.



1. Trudy Eiwen, 2. Diane Mitchell, 3. Valerie Zittrich, 4. Marybeth Hildenbrand, 5. Vicky Shelton, 6. Mimi Scofield, 7. Linda Webb, 8. Nancy Meyers, 9. Melanie Massey, 10. Marsha Witten, 11. Carla Hovsepian, 12. Leslie Paschall, 13. Luanne Stephen, 14. Gloria Layfield, 15. Sandy Shibukawa, 16. Beverly Box, 17. Carol Rattiner, 18. Nancy Winter, 19. Pam Brown, 20. Cindy Bonner, 21. Paula Brandt, 22. Linda Robinson, 23. Betty Parker, 24. Christie Giuntini, 25. Karen Oakes, 26. Valerie Brekke, 27. Diana



KAPPA DELTA



Lopez, 28. Cindy Parsons, 29. Laurie Sharp, 30. Leslie Moberg, 31. Diane Tuck, 32. Kathy Goswitz, 33. Darlene Gossick, 34. Lucinda Sanman, 35. Linde Spuhler, 36. Anne Schauerman, 37. Suzanne Campion, 38. Laura Corriea, 39. Kathy Van Schaack, 40. Meg Jones, 41. Julie Palmer. not pictured: Cindy Morgan, Peggy Gale, Marion Schales, Mary Anne Mercer, Vicki Anderson, Julie Thibaut.

LAMDA CHI ALPHA



Left to right: first row; Bill Schlicter, Mike Harkness, Pat Mentzer, Bruce Wollitz, Bob Nueman, Jeff Summers, Vic Caldwell, Mark Kimball, Jim Scilacci, Vic Hurtado; second row; Gary Messorates, Wayne Sager, Harold Reich, Gary Welland, Fred Keeve, Jeff Platt, Gary Napper, Kurt Kohleier, Greg Anicich, Terry Maroney, Mike Wright, Michael Cummings; third row; Mike Tinger, Pete Phelps, Jim Meier, Harold Hoffer, Chuck Phillips, Chris Ayers, Lee Troxler, Dave Sandy, Doug Ledsam, Florida Taylor, James LaPeter, Mike Cook, Jeff Davis, Scott Palmer, Rich Horne; fourth row; Mike LaCroix, Glenn Garlick, Charlie Goldberg, John Benuto, Rich Schammel, Mike Hartvickson; top row; Tuck Meador, Brett Rowley, Mark Keller, Jack Power, Dave Rufner, John Kohler, Jim Hester, Ray Schwartz, Reese Evans, Andrew Kohler, Steve Robbins, Bill Saunders, Larry Mazzeo, Chuck Lew, Ron Azad.

PHI KAPPA PSI



1. Derek Russell, 2. Darrell Kostar, 3. Dave Kay, 4. Gary Whitaker, 5. Nestor Barrero, 6. Chip Marx, 7. Kevan Lynd, 8. Tony Gialketsis, 9. Dan Shugart, 10. Tom Spivack, 11. Joe Manisco, 12. Steve Strawn, 13. Dan Aguilera, 14. Kent Bloom, 15. Craig Baker, 16. Sidewinder Sajbel, 17. Andy Nemitz, 18. Mike Kinney, 19. Dave Gorney, 20. Marty Bruinsma, 21. Keith Farrell, 22. Brad White, 23. Cliff Moore, 24. Ron Grimes, 25. Phil Kramer, 26. Rob Bowlby, 27. Bruce Rothman, 28. Tim Moore. Not pictured: Jerry Waters, Jim Salcido, Bill Farrer, Rex Fehr, Bruce Fernandez, Mike Osgood, Tom Patton, Rocky Wagonhurst, James Wallace.

PI BETA PHI



Left to right; first row; Diane Talmadge, Margaret Nichols, Becky Hamilton, Wendy Hannum, Taffy Ryder, Robin Child, Suzanne Strauss, Katherine Howitt, Patty Schnugg, Cathy Allen, Jeanette Barthel, Jan Baker, Jeep; second row; Linda Penney, Andrea Hackim, Marcia Schultz, Jennifer Havens, Alison Powell, Lisa Henze, Ann Sember, Melinda Searies, Joan Schultz, Kathleen Hackim, Jaque Kampschroer, Madeleine Kafader, Jane Bony, Janice Hartley, Lynn Dee Moore, Kelene Johnson, Jane Schnugg, Dottie Green, Ann Craddock, Andrea Portenier; third row; Janice Slovak

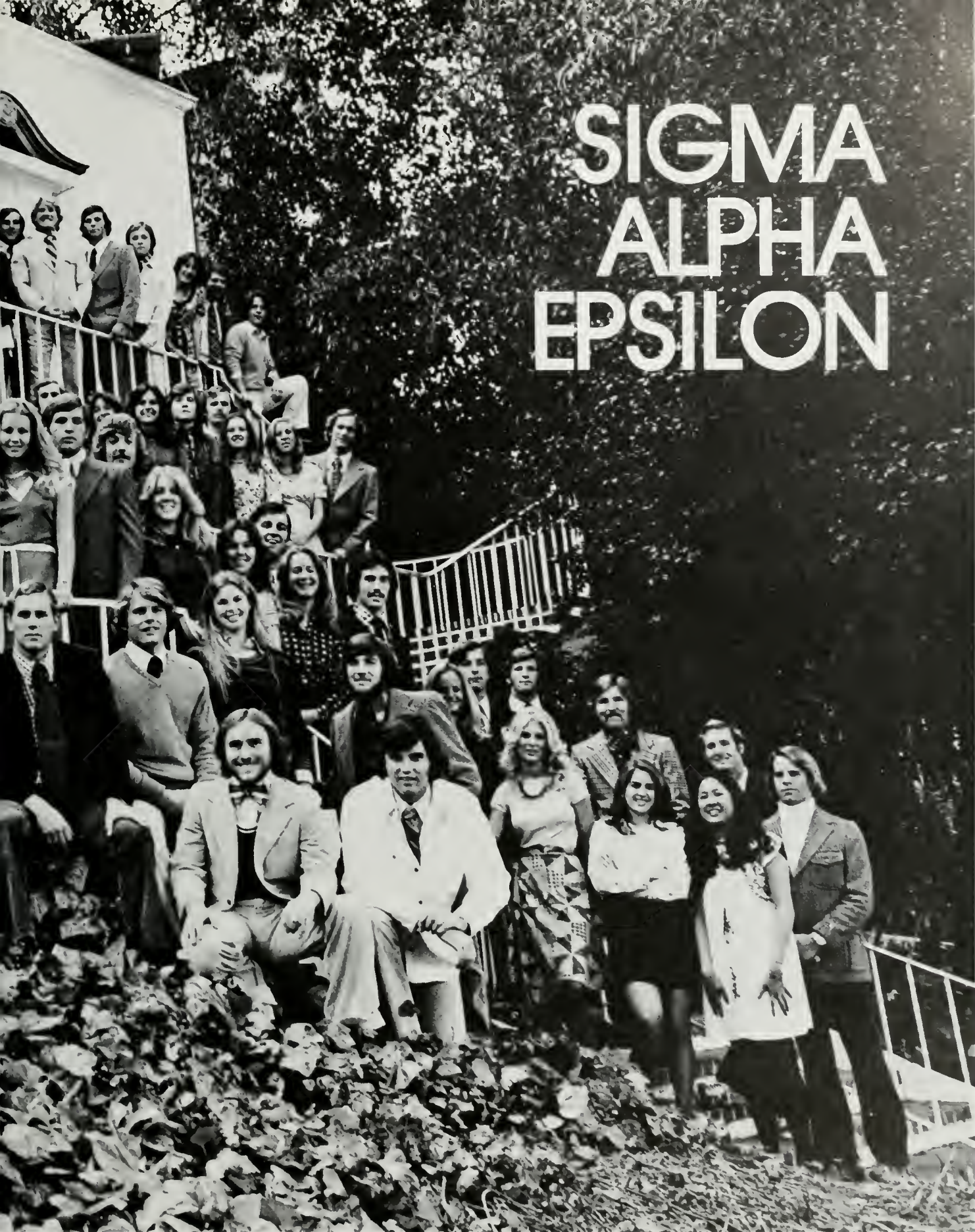


Peggy Sember, Susie MacLeod, Karen Wallace, Debbie Webb, Cheryl Vessadini, Moyra Conrad, Cynthia Beeger, Markay Hannum, Carlye Cordner, Kristen Carlson, Karen Shelton, Sue Bony Lisa Biersh, Shiela O'Connell, Mary Lynn Barbia. Not pictured; Brooke Bulmore, Sally Hazard, Sue Lawrence, Laura Martin, Sandy McNamara, Michele Vessadini, Kathy Wood, Jennifer Buchanan, Diane Chapman, Laurie Clements, Nanci Heitzman, Mary Peschel, Barbara Anderson.



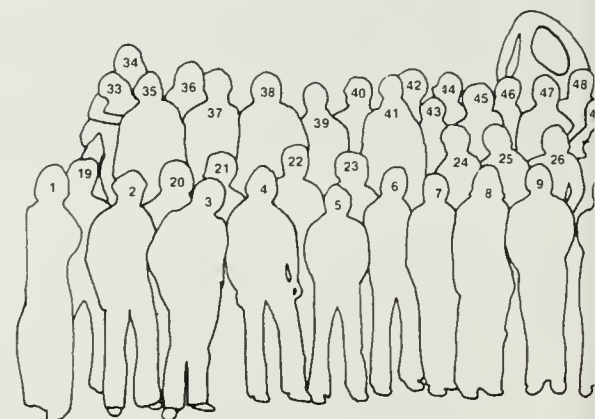
1. Connie Orlowski, 2. Bob Withers, 3. Tom O'Leary, 4. Robert Clarke, 5. Rick Thomas, 6. Bruce Krumpholz, 7. Kurt Krumpholz, 8. Steve Baxter, 9. Robert Webb, 10. Ken Pickle, 11. Bill Duggins, 12. Jenny Staudigal, 13. Kim Stelener, 14. Mona Look, 15. Delight, 16. Jeff Gorder, 17. Kerry Hodge, 18. Rich Bowen, 19. Rick Clark, 20. Tracy Green, 21. Tim Mac Donald, 22. John Silvera, 23. Jed Robinson, 24. Patty Schnugg, 25. Rich Ford, 26. Jeff Stites, 27. Lisa Fear, 28. Ed Efron, 29. Marcia Blanke, 30. Tim DeCoito, 31. Mike Rudo, 32. Diane Giavia, 33. Shannon Tracy, 34. Bob Barry, 35. Greg Sizemore, 36. Rick Savage, 37. Jane Marshall, 38. Marta Laski, 39. Bob Vilhauer, 40. Don Pierro, 41. Debbie Kitzmiller, 42. Dee Dee Thornburn, 43. Craig Douglas, 44. Cathy Feole, 45. Jim Ousmando, 46. Anne Wile, 47. Dan Wiel, 48. Barbara Karass, 49. Phil Young, 50. Ann Nunes, 51. James Cates, 52. Jim Hamilton, 53. Susan Kane, 54. Todd Grubin, 55. John C. Solich, 56. Steve Hill, 57. Don Hall, 58. Becky Hamilton, 59. Bob King, 60. Dave Howard.

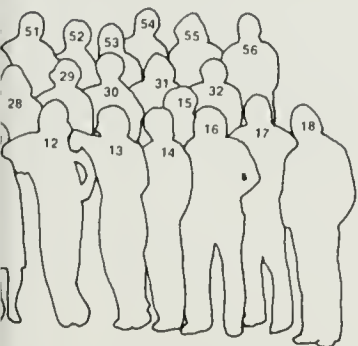
SIGMA ALPHA EPSILON





SIGMA CHI





1. Bruce Braun, 2. Jim Pietsch, 3. Sam Fernandez, 4. Wayne Ordos, 5. Greg Abrams, 6. Rich Benner, 7. Steve Baker, 8. Don Reeves, 9. Bob Wall, 10. Willie Lopez, 11. Jaque Kampschroer ("our sweetheart"), 12. Bert Martin, 13. Guy Boccasile, 14. Ralph Romo, 15. Paul Hale, 16. Tom Stefenoni, 17. Dave Mokros, 18. Jeff Boand, 19. Steve Elmer, 20. Mark Miller, 21. Steve Sharp, 22. John Buck, 23. Jim McNamara, 24. Eric Sims, 25. Jim McCallum, 26. Tim Rabun, 27. Jim Benedict, 28. Dick Boranian, 29. Pete Crabb, 30. Don Lehmann, 31. Jim Carmack, 32. Tim Powers, 33. Mike Zauner, 34. Jon Slaughter, 35. Mike Henton, 36. Don Fuhrman, 37. Brad Hovey, 38. Craig Valehrach, 39. Dean Isaacs, 40. Scott Simon, 41. Steve Olson, 42. Tim Johnson, 43. Phil Gonzales, 44. Bob Tiedemann, 45. Mark Ellis, 46. Ben Key, 47. Steve Milliken, 48. Rich Rhea, 49. Bill Ledendecker, 50. Sy Yules, 51. Ron Emord, 52. Joe Magnano, 53. Tony Piscuskas, 54. Bryan Anderson, 55. Brian Carrico, 56. Bruce Salenko. not pictured: Paul Barich, Harmon Brown, Rich Cahill, Jim Cook, Rick Coyle, Dirk Diefendorf, John Dvorak, Scott Frame, Skip Graef, Jan Harzan, Roger Hill, Dan Hodge, Allen Kennedy, Jim Luscombe, Griff Pifer, John Rea, Brian Reeves, Steve Strauss, Larry Thatt, Dave VanSlyck, Dave Wohlstadter, Scott Powers, Paul Clark, Craig Kodera, Kevin Kennedy, Mark Read, Bob Reed, Chris Wagner

SIGMA DELTA TAU



Left to right, first row: Julie Landis, Lita Weissman, Linda Moraga, Carole Levitsky, Sari Goodman, Jane Kass, Jan Weisbart; second row; Ruth Amir, Phyllis Folb, Connie Burke, Debbie Elfant, Carol Engleman, Rhonda Byer, Lisa Marks, Sharon Kaplan, Karla Freedman, Gloria Dell, Gail Ritter; third row; Lori Sklar, Charmain Durda, Karen Yoffee, Debbie Villens, Lori Weisberg, Beth Polack, Maxine Luskin, Claire Schwartz, Helen Christie, Caroline Strauss, Barbara Siegel, Wendy Goldberg, "Mom" Jean Hendrix, Jan Brown; Not pictured: Claudia Dorman, Alice Fass, Sari Fenton, Gail Gaeta, Joni Glaser, Sue Lubin, Judy Miller, Sue Moss, Janis Penton, Barbara Roseman, Andrea Rubin, Sue Tsuda.

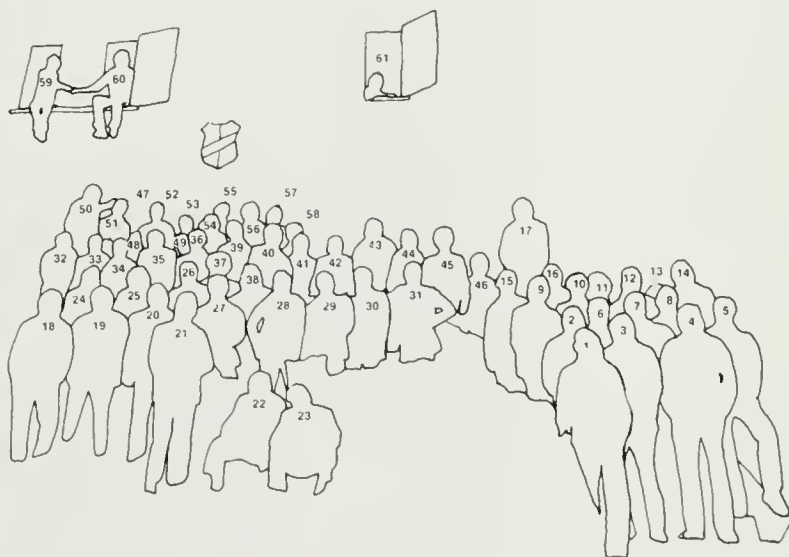
SIGMA PI



1. Evan Fong, 2. Geoff Quinn, 3. Kevin Dempshey, 4. Rick Konrandy, 5. Tom McDowell, 6. Kathy Winslow Pi, 7. Greg Kougagz, 8. Bob Boog, 9. Greg Hill, 10. Bob Montgomery, 11. Kurt Rothner, 12. Mike Rausch, 13. Mark Hartstein, 14. John Lepp, 16. Glenn Wells, 16. Paul Goto, 17. Dave Dunphy, 18. Bill Humbug, 19. Paul Touris, 20. Mark Jetton, 21. Chuck Kirt, 22. Chris McNutt, 23. Carl Brewer, 24. Alan J. Crivaro, 25. Bob Tucker, 26. Bruce Peterson, 27. Mark Rosman, 28. Alan Gottfried, 29. Jeff Leighter.

SIGMA NU





1. Jim Wojciehowski, 2. Dan Guidera, 3. Dave Clauson, 4. Blake Woodward, 5. Dan Galindau, 6. Larry Zamora, 7. Mike Losey, 8. John Schultz, 9. Rudy Nieto, 10. Carl Davis, 11. Bruce Carey, 12. Steve Lada, 13. Bruce Bothwell, 14. Brent Liljestrom, 15. Mike Ortega, 16. Jack Coe, 17. Mark Bingham, 18. Bob Brinn, 19. Bob Burdge, 20. Meade Camp, 21. Greg Meidel, 22. Doug Kaenart, 23. Andy Harrah, 24. Alan Pulsifer, 25. Fred Decker, 26. Greg Johnson, 27. Gary Shammel, 28. Tim Grant, 29. Pat Dunne, 30. Rick Young, 31. Dave Clark, 32. Dana Jordan, 33. Pete Parmenter, 34. Steve Gilmore, 35. Gary Collistar, 36. Gary Frankiel, 37. Dudley Weiner, 38. Randy Case, 39. Stanley Barchan, 40. Don Little, 41. Mark Wenzel, 42. Rick Bocci, 43. Kip Bennett, 44. John Hufferd, 45. Kent Derdivanis, 46. Mark Wilkins, 47. Mark Mammula, 48. Keith Pipes, 49. Paul Meyer, 50. Mark Pender, 51. Al Rye, 52. Andy Knox, 53. Chris Lucas, 54. Lou Kickoffle, 55. Bernard Vogel, 56. Craig Cornwell, 57. Mark Utzinger, 58. Guy Stanley, 59. Mitch White, 60. Jay Stanley, 61. Scott Gayner.



THETA XI



1. Rick Roth, 2. Jeff Dybas, 3. Joe Fitzgerald, 4. Alvaro Bonilla, 5. Jeff King, 6. Chuck Goswitz, 7. Rusty Wong, 8. Bill Le Clear, 9. Rob Eskildsen, 10. Craig Whitten, 11. Dennis Finnegan, 12. Tim Russell, 13. Larry Horwitz, 14. Dan Garcia, 15. Terry Galloway, 16. Bill Allen, 17. Dave Palmer, 18. Mike Emanuelson, 19. Scott Nimelstein, 20. Mark McKee, 21. Rick Dahmen, 22. Bill Murphy, 23. John Kalinowski, 24. Bart Halberstadt, 25. Dick Pelascini, 26. Randy Reck, 27. Steve Wolter, 28. Steve Schwartz. not pictured: Phil Beamish, Gary Carini, Ed DeSantis, Mike Ehret, Brian Fuld, Ned Krabacher, Gene Leary, Jim Milner, Mike Paietta, Fred Ponticelli.



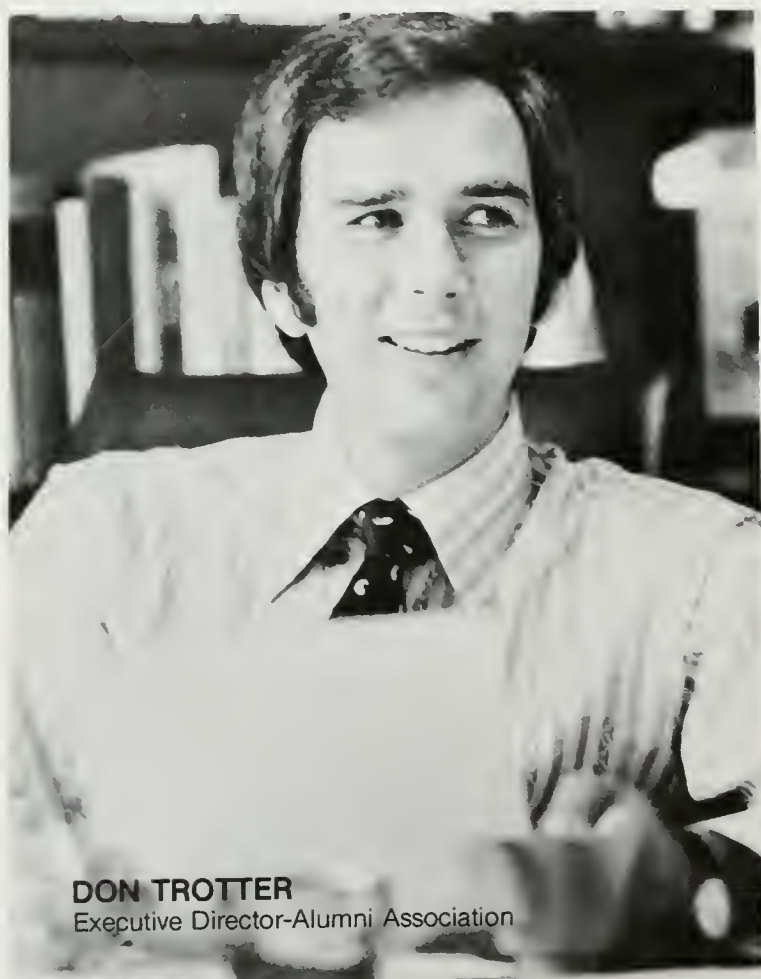


ZETA BETA TAU



1. Lee Schwartz, 2. Bruce Berman, 3. Todd Lavin, 4. Bob Curtis, 5. Randy Firestone, 6. Bill Margolin, 7. Bill Bernfield, 8. Ron Glousman, 9. Mark Constant, 10. Fred Schenk, 11. Kevin Allen, 12. George Kongrous, 13. Don Browning, 14. Mark Yokomizo, 15. Stuart Silverstein, 16. Gary Robinson, 17. Bob Brown, 18. Mitch Steinberg, 19. Ilan Justh, 20. Louis Freeman, 21. Gary Greene, 22. Bob Hymes, 23. Dave Noskin, 24. Ron Gurvitz, 25. Elliot Marcus, 26. Joel Brill, 27. Dave Tilem, 28. Howard Brand, 29. Howard Horwitz, 30. Jay Moore, 31. Mike Rossini, 32. Ken Berg, 33. Ken Kaushansky, 34. Dave Gould, 35. Mike Condon, 36. Steve Smith, 37. Lee Lipsker, 38. Bob Kopel, 39. Joel Saltzman, 40. Chuck Morris, 41. Rich Gerhardt, 42. Bob Schuit, 43. Mark Itkin, 44. Dave Karp, 45. Bob Kruger, 46. Mike Ravel, 47. Paul Buker, 48. Jeff Blechel, 49. Barry Kane, 50. Randy Berger, 51. Steve Wolfe, 52. Robert Redfield, 53. Jeff Ducommon, 54. Larry Pitts, 55. Steve Segal, 56. Matt Kater, 57. Jeff Mintz, 58. Dave Rosen, 59. Eric Sherman, 60. Steve Eisner, 61. Fred Gluck, 62. John Porgrave, 63. Richard Rosman, 64. John Scheonfeld, 65. Larry Kaplan, 66. Marc Graboff, 67. Mary Lou Hill, 68. Dennis Copelan, 69. Alan Feldstein, 70. Fred Denitz, 71. Robert David. not pictured: Ken Berman, Dave Barnett, Mike Lyons, Peter Margolis, Bill Yarbrough, Brad Waisburn, Larry Martinez, Al Trump, Mike Shainsky, Wayna Saldana, Mark Tamann, Jerry Kate, Tad Shapiro, Mark Onspaugh, Scott Margolin, John Gumbiner, Alan Wallace, Steve Wilken, Danny Howard, Rick Lesch, Joel Schiffman, Tom Jones, Steve Axelrode.

ALUMNI & DEVELOPMENT CENTER



DON TROTTER
Executive Director-Alumni Association



DON BOWMAN
Assistant Chancellor
Alumni and Development



JAMES COLLINS
President-Alumni Association



OUTSTANDING SENIORS

The following statements are provided by the Alumni Association.



LARRY MILES



NANCY COHEN



JAN PALCHIKOFF



EUGENE A. BLEYMAIER

Eugene A. Bleymaier

"The epitome of the student-athlete" well describes Gene Bleymaier. Overcoming many injuries and four operations, he became a starting tight-end for the All-Pacific 8 Conference. As Team Co-Captain and Team Chaplain, he demonstrates great leadership qualities and strong religious conviction. He is a staff member of the Fellowship of Christian Athletes, a national organization of college athletes dedicated to youth and community work, and is frequently asked to speak at community functions. As a sociology major, he has been a key member of a new pilot program in Sports Psychology and plans to attend Loyola Law School this fall.

Nancy Cohen

In graduating from UCLA with a degree in sociology, Nancy Cohen has overcome incredible odds. Coming from an impoverished background, she has not only gained an education, but is using that education along with her personal experience to help other UCLA students of similar backgrounds through counseling to recognize and achieve their potential. The mother of six children, she completed high school in the Adult Evening Program, attended Los Angeles City College for two years, and then entered UCLA. While a student here she has worked with the Academic Advancement Program, designed to encourage enrollment and academic performance of minority and low-income students at UCLA. She plans to continue with her counseling also to embark on graduate work toward a master's degree in education. Reflecting Ms. Cohen's own accomplishments, her oldest daughter will enter UCLA this fall.

Larry Miles

Larry Miles has been one of the most extraordinarily active student leaders of this or any other graduating class. As undergraduate ASUCLA president, he has been chief executive officer of one of the largest student governments in the nation. He has chaired the UC Student Body Presidents Council, played a major role in the effort to seat a student regent, assisted on the Search Committee for the new President, and served as an intern in Sacramento for the UC student lobby. His diverse employment record includes jobs as a ranch hand, press assistant and pilot for a major political candidate, and assistant sports editor for a daily newspaper with a 25,000 circulation. A political science major, he entered UCLA as an Alumni Scholar, and has since received numerous academic and community honors. He will work toward an M.A. as a CORO Fellow in San Francisco this fall.

Jan Palchikoff

History major Jan Palchikoff is an outstanding athlete, having participated for four years in intercollegiate and national competition on the Women's Swim Team and two years for Women's Crew, for which she is currently in training for the 1976 Summer Olympics. In addition to her personal accomplishments in athletics, Jan has made important contributions to the Women's Athletic Program at UCLA. She is a founder of the Association of Women Athletes at UCLA, representative on the Chancellor's Advisory Council on Status of Women, and student representative to the all nine-campus University of California Athletic Advisory Board. Her dedication has brought about some substantial changes and improvements in the status of women on campus, particularly women athletes.

GRADUATES 1975



ROBIN ABBITT
Encino, Ca.
BA - English



SUZETTE ABEND
Los Angeles, Ca.
BA - Sociology



LILLIAN ABID
Los Angeles, Ca.
BA - Sociology



ARLENE ABRAHAMS
Sherman Oaks, Ca.
BA - Psychology/
Sociology



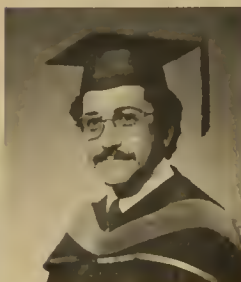
JENIFER ABRAMSON
Panaroma City, Ca.
BA - English/
American Studies



CHARLES ACKERMAN
Canyon Country, Ca.
BS - Math-
Computer Science



LAURENCE ACOSTA
Los Angeles, Ca.
BA - English



DANIEL ADAME
Chino, Ca.
MS-Health Education



JOETTA ADAMEC
Stockton, Ca.
BA - Political Science



DEBRA ADAMS
San Mateo, Ca.
BA - Pnt/Scpt/
Gr. Arts



JOSEPH ADAMS
Anaheim, Ca.
BS - Engineering



GARY ADEN
Arcadia, Ca.
BS - Chemistry



NEAL AENUS
Woodland Hills, Ca.
BA - Geography-
Ecosystems



LOUIS AGUILAR
Westchester, Ca.
PhD - Hispanic Langs
& Literature



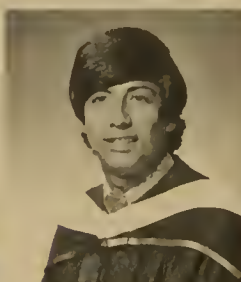
ANITA L. AHLGREN
Sunnyvale, Ca.
BS - Kinesiology



AGNES A. AIDOO
Los Angeles, Ca.
PhD - History



KEVIN ALBERT
Santa Monica, Ca.
BA - Economics



LUIS ALCAZAR
Lima, Peru
BA -



CAROL ALEXANDER
Los Angeles, Ca.
BS - Nursing



KERRY ALLMAN
Woodland Hills, Ca.
BA - Music



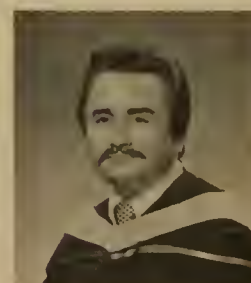
FRED ALSCHULER
Santa Monica, Ca.
JD - Law



DAVID A. ALTMAN
Santa Maria, Ca.
BA - Psychology



SARA ALTSHUL
Granada Hills, Ca.
BA - Art History



STEVEN ALVARADO
Wilmington, Ca.
MSW - Soc. Wel.



ANNETTE AMATO
Syracuse, N.Y.
BA - Political Science



DENNIS AMES
Anaheim, Ca.
BA - Economics



ANIECE AMOS
Inglewood, Ca.
BA - Pre-Pharmacy/
Sociology



DEBBIE AMOS
Long Beach, Ca.
BA - Theater



MARIBEL ANAYA
Los Angeles, Ca.
BA - Psychology



RODNEY ANDERSON
San Gabriel, Ca.
BA - Sociology



ROSaura ANDRADE
Montebello, Ca.
MA - History



ROBERT ANDREWS
Anaheim, Ca.
BA - Bacteriology



BARBARA M. ANGLIN
Lompoc, Ca.
BA - Psychology



**H. CHRISTOPHER
ANICICH**
Pasadena, Ca.
BA - Economics



ROGER K. AOKI
Los Angeles, Ca.
BS - Biochemistry



MARITTA ARBUCKLE
Pasadena, Ca.
BA - Anthropology



**FREDERICK
AREHART**
Lakewood, Ca.
BA - Psych/Hist



DON ARII
Los Angeles, Ca.
BA - Bacteriology



HOLLIS ARMSTRONG
Los Angeles, Ca.
BA - Public Service



MARIA AROCHA
Los Angeles, Ca.
BA - Spanish



KENNETH ASPELL
Alhambra, Ca.
BA - Economics



KAREN ASSEIER
Riverside, Ca.
BA - Sociology



LINDA AVILA
Van Nuys, Ca.
BA - Psychology



LESLIE AVERY
Moraga, Ca.
BA - Psychology

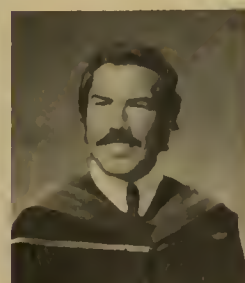
B



NILES BABA
Carson, Ca.
BS - Chemistry



**ALFRED
BACHARACH**
Los Angeles, Ca.
BA - Political Science



GERALD BADEN
Culver City, Ca.
MA - Dance



**EDMON
BADMAGHARIAN**
Studio City, Ca.
BS-Engineering



VALERIE C. BAIRD
Santa Monica, Ca.
BA - Geography



WINSTON BROOKS

Los Angeles, Ca. BA-Sociology
Chairman, Third World Coalition/ Co-Director, Cultural Affairs Commission (SLC)/ Director, Prison Cultural Exchange Program/ Intern, National Student Lobby/ Registration Fee Subcommittee/ Statewide Affirmative Action Committee/ Black Activist Coalition/ Black Student Association/ Daily Bruin/ Nommo



CLEMMIE E. BAKER
Los Angeles, Ca.
BA - Political Science



CRAIG BAKER
Santa Monica, Ca.
BA - Math



ROBERT BALLAS
Northridge, Ca.
BA - Biology



JEANMARIE BALPH
Upland, Ca.
BA - Art



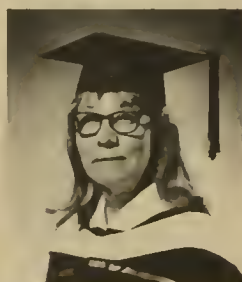
THEODORE R. BANKS
Cambridge, Mass.
BS - Psychology



ROBIN BARBAN
Los Angeles, Ca.
BA - Sociology



RUSSEL BARCELONA
Mountain View, Ca.
BA - Sociology



LYNN M. BARNETT
Los Angeles, Ca.
BA - History



ANGELINA BARRON
W. Los Angeles, Ca.
BS - English



WENDY BARSH
Anaheim, Ca.
BA - History



JEANETTE BARTHEL
Long Beach, Ca.
BA - History



BEVERLY BARTON
Sacramento, Ca.
BA - German



THEODOR BAVIN
Hollywood, Ca.
BA - Geography
Ecosystems



DAVID BECK
Van Nuys, Ca.
BA - Sociology



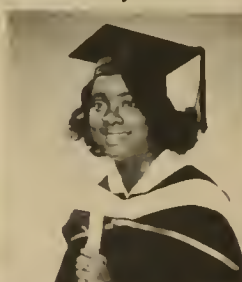
FAY BEEBE
Los Angeles, Ca.
BA - English



KRISTEN BEHM
San Gabriel, Ca.
BA - Comm Studies



JANET K. BEIRNE
Los Angeles, Ca.
BA - History



LAGHRETTA D. BELL
Los Angeles, Ca.
BA - Political Science



EVELYNE BELSKY
Los Angeles, Ca.
BA - Political Science



KAREN BELT
Pacific Palisades, Ca.
BS - Kinesiology



SHULAMITH BENJAMINS
Beverly Hills, Ca.
BA - English



RICHARD BENNER
Palos Verdes
Estates, Ca.
BS - Individual



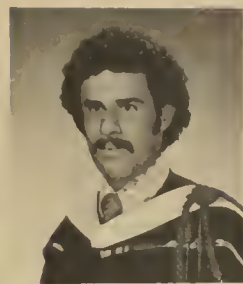
KAREN BERG
Santa Monica, Ca.
BA - Sociology



WENDY BERGER
Piedmont, Ca.
BA - Art



HILDA BERGHER
Los Angeles, Ca.
BA - History



WILLIAM BERNFELD
Encino, Ca.
BA - Political Science



DAVID L. BERNHARD
Westlake Village, Ca.
BA - Economics



LOUIS A. BETANCOURT
Montebello, Ca.
BA - Psych/Soc.



LARRY BIANES
Los Angeles, Ca.
BS - History



ANN BIEDA
Los Angeles, Ca.
BA - History



MICHAEL BILICK
Daly City, Ca.
BA - History



KAY S. BIRDSALL
Los Angeles, Ca.
BA-Political Science



DAVID BIRNBAUM
Los Angeles, Ca.
BS - Physics



CARL BISHOP
Los Angeles, Ca.
BA - History



ROSEMARY BLACK
Davis, Ca.
BA - Anthropology



EDWARD BLANKENSHIP
Kerman, Ca.
BA - History



THOMAS BLASCHKE
Lompoc, Ca.
BS - Biology



SUSAN BLINCIE
Los Angeles, Ca.
BS - Kinesiology



HOWARD BLIMAN
N. Hollywood, Ca.
BA - Zoology



JANE H. BLITZ
Los Angeles, Ca.
BS - Linguistics



JUDITH BLUE
Santa Monica, Ca.
BA - History/
Political Science



PETER BOADA
Alhambra, Ca.
BA - Economics



SAMUEL BOADI-SIAW
Los Angeles, Ca.
PhD - History



PETER BOCH
N. Hollywood, Ca.
BA - Economics



NASHWA BOCTOR
Alhambra, Ca.
BA - Economics



JOHN BOLEN
Los Angeles, Ca.
BA - Music



LORRAINE BONIS
Sherman Oaks, Ca.
BA - Sociology



JANE BONY
Palos Verdes
Estates, Ca.
BA - Design



MARSHA BOOTHBY
Los Angeles, Ca.
BA - History



ESTELLE BORDEN
Santa Monica, Ca.
BA - Psychology



**JOSEPHINE
BOTTICELLI**
Los Angeles, Ca.
BA — Psychology



TERESA BOTTICELLI
New York, N.Y.
BA - Political Science



DIANA BOXER
Santa Barbara, Ca.
BA - English



RONALD BOYD
Redlands, Ca.
BA - Political Science



**BARBARA
BRACKEEN**
Compton, Ca.
BS - Nursing



LISA BRAND
Los Angeles, Ca.
BA - Sociology



DEBRA S. BRAY
La Mesa, Ca.
BA - Sociology



NORMAN BREN
Van Nuys, Ca.
BA - Music



JUDITH BREWER
Los Angeles, Ca.
MA - Art



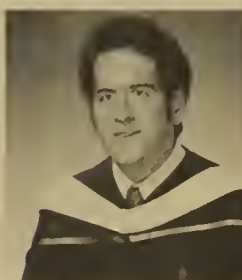
CHERRI BRIGGS
Twin Falls, Ida.
BA - Anthropology



PAMELA BRISTOL
Atherton, Ca.
BA - History



ELLEN A. BROATCH
Los Angeles, Ca.
BA - Spanish



GREGORY BRODY
Beverly Hills, Ca.
BA - Biology



**CHARLES D.
BROOKS III**
Los Angeles, Ca.
BA - Theatre Direct



CAROLE BROWN
Los Angeles, Ca.
BA - Sociology



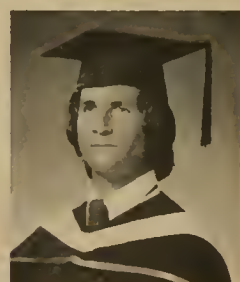
ROBERT E. BROWN
Pac. Palisades, Ca.
BA - Math-
Computer Science



JOANNE BRUNAK
Los Angeles, Ca.
BA - Linguistics



GIANNINA BRUZZEZE
Reseda, Ca.
BA - Linguistics



KEN BUCKSPAN
Marina Del Rey, Ca.
BA - Psychology



MICHAEL J. BUDZYN
Santa Monica, Ca.
JD - Law



WILLIAM BUHR
Thousand Oaks, Ca.
BA - Psychology



GLORIA BURD
Santa Monica, Ca.
BA - English



MICHAEL BURD
Santa Monica, Ca.
BS - Physics



JAMES R. BURNS
San Mateo, Ca.
BA - History



THOMAS BURNS
Torrance, Ca.
BA - Biology



ROXYANNE BURRUS
Los Angeles, Ca.
BA - Sociology



OLGA BUSTILLO
Norman, Okla.
MSW - Soc Wel



IBIS CABALLERO
Los Angeles, Ca.
MSW - Soc. Wel.



BRADFORD L. CALHOUN
Downey, Ca.
BA - History



COLLEEN CALKINS
Woodland Hills, Ca
BA - Economics



RICHARD CAMPBELL
Reseda, Ca.
BS - Physics



BARBARA CANNON
Fresno, Ca.
BS - Nutritional Sci.



BARBARA CAPODIECI
Glendale, Ca.
MA - English



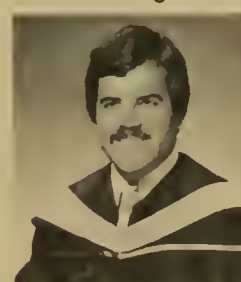
NICHOLAS CAPRON
Santa Cruz, Ca.
BS - Physics



JOHN T. CAREY
Cerritos, Ca.
BA - Philosophy



RICHARD CAHILL
Lindsay, Ca. BA-History
Chairman, Communications Board/ Assistant
Co-ordinator, Departmental Academic Affairs
Council/ Faculty Advisory Committee, History Dept/
Student Relations Committee, Alumni Association/
President, Phi Alpha Theta/ Phi Beta Kappa/ Phi Eta
Sigma/ Tennis Team/ Symphonic Orchestra



KEITH R. CAREY
Long Beach, Ca.
BS - Business Econ.



PATRICIA CARPENTER
Torrance, Ca.
BA - Bacteriology



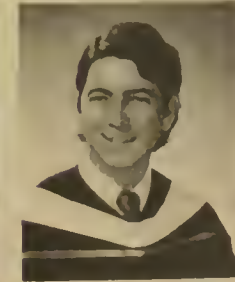
JACQUELYN CARTWRIGHT
Hollywood, Ca.
BA - Theater



PRIMA CASETTA
Culver City, Ca.
BA - English



GARY CASTNER
Los Angeles, Ca.
BS - Kinesiology



ROSS CERNY
Encino, Ca.
BA - Political Science



DAVID CHAN
Covina, Ca.
BA - Psychobiology



EDWIN CHAN
Los Angeles, Ca.
BS - Engineering



MARCO CHAO
Beverly Hills, Ca.
BS - Civil Engineering



MARY A. CHAPMAN
Danville, Ca.
BA - Ethnic Arts/
Folklore



CAROL CHASE
Woodland Hills, Ca.
BA - History



PHYLLIS CHESTANG
Altadena, Ca.
BA - Anthropology



ROBIN CHEW
La Canada, Ca.
BS - Kinesiology



WILLIAM H. DAVIS JR.
Los Angeles, Ca. BA-Political Science
Resident Assistant/ Student Activities Co-ordinator
Board of Control/ Chairman, Board of Control Food
Service Committee/ Chancellor's Housing Task
Force/ Coffee House Committee



DORIS CHIN
Los Angeles, Ca.
BA - Social Science



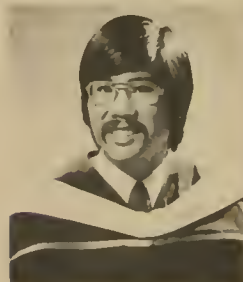
**SURINDR
CHITTIVARANON**
Harbor City, Ca.
BA - Economics



KIL W. CHO
Hollywood, Ca.
BS - Chemical
Engineering



AMELIA CHOW
Santa Monica, Ca.
BA - Chinese



GERALD CHOW
Lynwood, Ca.
BA - Biology



JUDY CHOW
Harbor City, Ca.
BA - Pictorial Sculp
Graphic Art



JUDY CHOW
Montebello, Ca.
BA - Music



LESLIE CHOW
San Francisco, Ca.
BA - History



TERESA CHOW
Redwood City, Ca.
BA - Mathematics



MAN CHING CHU
Los Angeles, Ca.
BS - Chemistry



ROBERT CHU
Guatemala City,
Guatemala
BS - Math/Comp Sci



NERISSA CHUNG
Kowloon, Hong Kong
BS - Engin. Structures



DAVID A. CLARK
San Diego, Ca.
MBA - Accounting



PAMELA L. CLARK
Hacienda Hts., Ca.
BA - Psychology



ROBERT B. CLARKE
Palos Verdes, Ca.
BA - Political Science



DEBRA CLOPER
Downey, Ca.
BA - Art History



TERESA COADY
Northridge, Ca.
BA - Psychology



CATHERINE A. COBB
San Diego, Ca.
BA - Design



CLAYTON COBB
No. Hollywood, Ca.
BA - History



MARY E. COBB
Los Angeles, Ca.
BA - Sociology



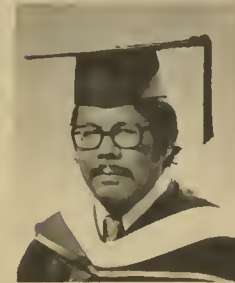
JACK COE JR.
La Puente, Ca.
BA - Political Science



DEBRA COHEN
Los Angeles, Ca.
BA - Sociology



NANCY COHEN
Los Angeles, Ca.
BA - Sociology



EDWIN COLE
Palmdale, Ca.
BA - Anthropology



HOWARD COLE
No. Hollywood, Ca.
BA - Political Science



JEFFREY I. COLE
Los Angeles, Ca.
MA - History



ROGELIO COLOMA
Palm Springs, Ca.
BS - Psych/Biology



STEVEN CONLEY
Los Angeles, Ca.
BA - African Langs



MICHAEL CONWAY
Fullerton, Ca.
BS - Biochemistry



DEBBIE COOCH
Redlands, Ca.
BS - Kinesiology



MICHAEL P. COOK
Seaside, Ca.
BS - Psych/Pol Sci



VALERY COOLEY
Los Angeles, Ca.
BA - Sociology



HELEN A. COONEY
Studio City, Ca.
BA - Individual



CRAIG CORNWELL
Glendale, Ca.
BS - Economics



DIANE M. COVINGTON
Redondo Beach, Ca.
BA - Anthropology



ARLENE H. CRAFT
Los Angeles, Ca.
BA - Sociology



NANCY CRANE
Long Beach, Ca.
BA - History



RUDOLPH A. CRUZ
Alhambra, Ca.
BA - Psychology



KEVIN CURRAN
Whittier, Ca.
BA - Political Science



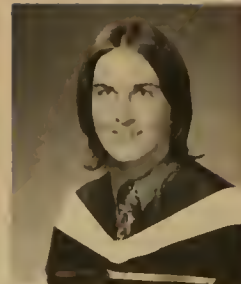
CHERYL CZYZ
Suffield, Conn.
BA - Political Science



SHERYL DAHL
Manhattan Beach, Ca
BA - Psychology



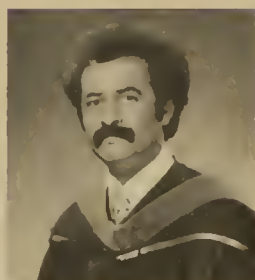
DAVID DAMBAC
Beverly Hills, Ca.
BA - Fine Arts



FRANK J. DANIEL JR.
Ontario, Ca.
BA - Psychobiology



DAVID DAPPER
Newport Beach, Ca.
BA - Political Science



MEHDI DARVISH
Los Angeles, Ca.
MS - Engineering/
Operation Research



**BARBARA
DAVENPORT**
Sun Valley, Ca.
BA - Psychology



BRADLEY DAVIS
Garden Grove, Ca.
BA - History



DIANA L. DAVIS
Pasadena, Ca.
BA - Political Science



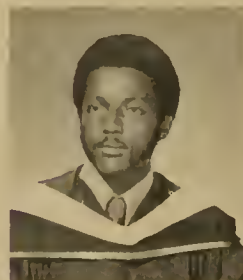
DWIGHT DAVIS
Culver, Ca.
MSW - Soc Wel



MARC DAVIS
Los Angeles, Ca.
BA - Psychology



MARIANNE DAVIS
Victorville, Ca.
BA - Sociology



MAURICE DAWKINS
Los Angeles, Ca.
BA - Political Science



GEORGE DAWSON
Los Angeles, Ca.
BS - Math-Comp Sci



DENISE DAZE
Santa Monica, Ca.
BA - Spanish



BEATRICE DE LA TORRE
Los Angeles, Ca.
BA - Economics



GLORIA DENECOCHEA
Calixico, Ca.
BA - English



GREGORY J. DENTON
Woodland Hills, Ca.
BA - Psychology



ROMA DEPRANG
Anaheim, Ca.
BA - Music



SHERRY DETRICK
Carson, Ca.
BA - English



LUDOVIC DEUTSCH
Los Angeles, Ca.
BA - Psychology



JANICE DEVINE
Santa Monica, Ca.
BA - Political Science



CHERYL DIAMOND
Santa Monica, Ca.
BA - Sociology



JORGE DIAZ
Glendale, Ca.
BA - Biology



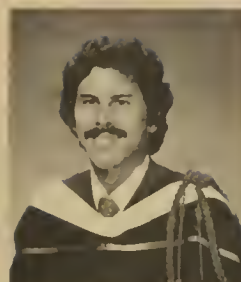
DENISE DIEK
Encino, Ca.
BS - Biochemistry



SANDRA DIETRICH
No. Hollywood, Ca.
BA - History



**LAWRENCE N.
DI GIAMMATTEO**
Lancaster, Ca.
BA - Italian



**THOMAS C.
DI GIAMMATTEO**
Lancaster, Ca.
BA - Italian



ARTHUR P. DILESKI
Tarzana, Ca.
BA - English



ROBERT DINWIDDIE
West Covina, Ca.
BS - Biochemistry



KENJI DOBASHI
Yokohama, Japan
MBA - Finance



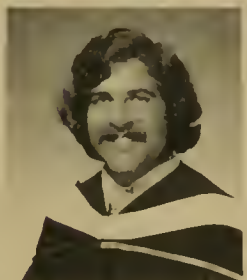
DOUGLAS R. DREW
Pacific Palisades, Ca. BA-Political Science
Editor-in-Chief, Southern Campus 1975/ Editor-in-Chief, Guidepost '75/ Editor-in-Chief, Guidepost '74
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ERIC DOCTOROW
Vancouver, BC
BA - Political Science



ARTHUR V. DORAME
Los Angeles, Ca.
BA - Design



STEVEN DOSHAY
Pacific Palisades, Ca.
BA - Geography



GARY DOUGAN
Castro Valley, Ca.
BA - Math



DOUGLAS W. DOUGLAS
Rolling Hills Estates, Ca.
BA - Biology



JOSEPH DOREY
Glendale, Ca.
BS - Engineering



**RICHARD D.
DRUCKER**
Culver City, Ca.
BA - Zoology



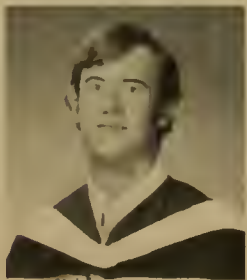
LORRIE DUBOW
Los Angeles, Ca.
BS - Pub Health Gen.



DENNIS DUNN
Westlake Village, Ca.
BA - Economics



VIVIAN EALEY
Los Angeles, Ca.
BA - History



KEN EASTMAN
Westminster, Ca.
BA - Psychology



JILL EASTON
San Diego, Ca.
BA - Pnt/Scpt
Graphic Arts



SUSAN EDELMAN
Granada Hills, Ca.
BA - English



JAY EDWARDS
Harrison, N.Y.
BA - Economics



MARIE EGAN
San Marino, Ca.
BA - English



RICHARD EICHLER
Los Angeles, Ca.
BA - Economics



EDITH ELIAS
Los Angeles, Ca.
BA - Theater



**MOHAMMAD-HOSSEIN
EMAMI**
Los Angeles, Ca.
BS - Civil Engineering



ROBERT EMIGH
El Segundo, Ca.
BA - Economics



CAROLYN ENDO
Monterey Park, Ca.
BA - History



EVELYN ENDOW
Sylmar, Ca.
BA - Psychobiology



CARLOS ENRIQUEZ
Los Angeles, Ca.
BA - Psychology



JUDITH ENTIN
Fullerton, Ca.
BA - Psychology



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Los Angeles, Ca.
BA - French



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Los Angeles, Ca.
BA - Theater



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Los Angeles, Ca.
BA - Sociology



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BA - Political Science



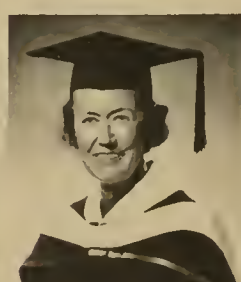
ELAINE ERSPAMER
Santa Monica, Ca.
BA - Geography



OKON D. ESSIEN
Uyu, Nigeria
Ph.D. - Education



WINSTON HENDERSON
Los Angeles, Ca. BA-Theatre Arts
Cultural Affairs Commissioner (SLC)/Prize
Winner, Lucille Ball Playwriting Contest/
International Black Filmmaker's Festival/
Bicentennial Committee/ Daily Bruin/
Nommo/ Poetry and Playwriting Series



NELLIE ETTER
Los Angeles, Ca.
BA - History



DAWN T. EVANS
Los Angeles, Ca.
BA - Biology



CASSANDRA ESTES
Los Angeles, Ca.
BA - Biology

F



BETH FABER
Monterey Park, Ca.
BA - Sociology



LORI FAIGIN
Panorama City, Ca.
BA - Political Science



KATHRYN FAISANT
Los Altos, Ca.
BA - English



JUDY FAN
Pacific Palisades,
Ca.
BS - Math-Comp Sci



LISA FARB
Pasadena, Ca.
BA - Sociology



ROBERT FARLEY
Glendale, Ca.
MPH - Pub Health



GARY FARMER
Pasadena, Ca.
BA - Economics



THOMAS R. FARRELL
Northridge, Ca.
BA - Psychobiology



LYNNE FARRIS
Los Angeles, Ca.
BA - English



ALICE FASS
Little Neck, N.Y.
BA - Sociology



**JACQUELINE J.
FAUST**
Los Angeles, Ca.
BA - Theatre



CAROL FELDMAN
Los Angeles, Ca.
BA - Art-Design



GAIL FELDSTEIN
Pasadena, Ca.
BA - Psychology



GORDON A. FELL
Los Angeles, Ca.
MBA - Finance-
Accounting



JANE FELLAND
Vallejo, Ca.
BS - Chemistry



CEENA FERRARO
Los Angeles, Ca.
BA - Design



LAAULI A. FILOIALII
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BA - Sociology



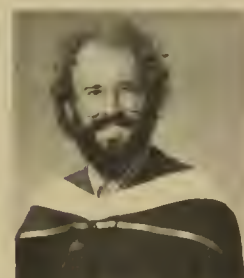
**MARIANNE
FINERMAN**
Beverly Hills, Ca.
BA - Psychobiology



RUTH FINGER
Los Angeles, Ca.
BA - Sociology



DAVID FINKELSTEIN
Los Angeles, Ca.
BA - Economics



WILLIAM L. FISHMAN
Beverly Hills, Ca.
BA - Psychology



**CATHLEEN
FITZGERALD**
Van Nuys, Ca.
BA - Biology



**PATRICIA
FITZPATRICK**
Los Angeles, Ca.
BA - History



**MAUREEN
FITZSIMMONS**
Santa Monica, Ca
BA - English



HARRY FLASTER
Los Angeles, Ca.
BS - Biochemistry



NACHMAN FLATT
Beverly Hills, Ca.
BA - Poli Sci/
Economics



JULIO C. FLORES
Lakewood, Ca.
MSW - Soc Wel



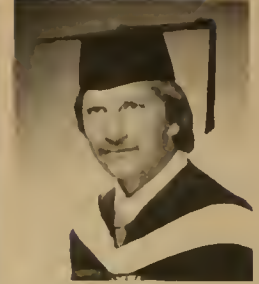
JANE A. FLOURNOY
No. Hollywood, Ca.
BA - Political Science



PHYLLIS FOLB
Los Angeles, Ca.
BA - Ethnic Arts



CAROLYN FOLKS
Los Angeles, Ca.
BA - Motion Pictures/
Television



THOMAS A. FOLLETTE
Santa Monica, Ca.
BA - History



IRENE FONG
Foster City, Ca.
BA - Math



PRISCILLA FONG
Los Angeles, Ca.
BA - English



JOANN FOUNTAIN
Los Angeles, Ca.
BA - Soc Sci for the
Elementary Teacher



LAURA FRAZIN
Sherman Oaks, Ca.
BA - Anthropology



MARGARET FREEDLAND
Los Angeles, Ca.
BA - Psychology



JANET FREEMAN
Pasadena, Ca.
BA - French



HECTOR FREGOSO
City of Commerce,
Ca.
BA - Political Science



SIMONE FRENK
Beverly Hills, Ca.
BA - Sociology



STEVEN FRIEBERT
Culver City, Ca.
BA - Political Science



KAREN FRIEDMAN
Los Angeles, Ca.
BA - Sociology



LISELOTTE FRIEDRICH
Huntington Beach, Ca.
BA - German/Hist



DONALD FUHRMAN
Granada Hills, Ca.
BA - Design



ROBERTA FUKUNAGA
Los Angeles, Ca.
BS - Soc Sci for the
Elementary Teacher



LINDA FURST
Phoenix, Ariz.
BA - Psychology

G



MARIE GAETA
Huntington Park, Ca.
BA - History



CAROLYN GARCIA
Los Angeles, Ca.
BA - Comm Studies



CHRISTINE E. GARCIA
Union City, Ca.
BA - English



MARISEL GARCIA
Garden Grove, Ca.
BA - Psychology



E. BRUCE GARDNER
Roosevelt, N.Y.
BA - Business



REVA GARFUNKEL
Santa Monica, Ca.
BA - Anthropology



PAMELA GARSIDE
Santa Ana, Ca.
BA - Political Science



RORY GAYNOR
San Francisco, Ca.
BA - Individual



GORDON GEE
Barstow, Ca.
BS - Math-
Computer Science



CAROL GEMBERLING
Hermosa Beach, Ca.
BS - Nursing



JOHN GERARD
Los Angeles, Ca.
BA - Political Science



VIC I. GIACALONE
San Pedro, Ca.
BA - Mathematics



MERRILEE J. GILLAM
Santa Monica, Ca.
BA - Sociology



DAVID R. GILLMORE
Los Angeles, Ca.
BA - Economics



KAREN GILROY
Palos Verdes
Estates, Ca.
BS - Psychology



JACOB GIPSMAN
Beverly Hills, Ca.
BA - Political Science



JOEL GLASSMAN
Culver City, Ca.
BA - Political Science



WILLIAM GOCKE
Los Angeles, Ca.
BA - Psychology



HOUSTON GODDARD
Twenty-nine Palms
Ca.
BA - Political Science



PATRICIA GODON
W. Los Angeles, Ca.
BA - Anthropology



ANDREA GOINS
Culver City, Ca.
BA - Political Science



PETER GOLD
Los Angeles, Ca.
BA - Biology



JOHN D. HERREN
Los Angeles, Ca. BS-Kinesiology
Superlative Contributions in Volleyball/
All-American



TINA GOLDFARB
Palos Verdes, Ca.
BS - Kinesiology



JOANN GOLDMAN
Beverly Hills, Ca.
BA - Sociology



JALONA GOLDSTEIN
Beverly Hills, Ca.
BA - Spanish



WILLIAM GONINAN
Whittier, Ca.
BA - Music



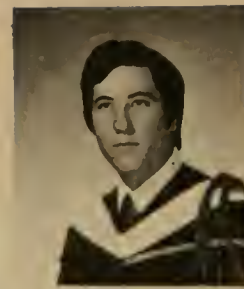
MARLA GONZALES
Newbury Park, Ca.
BS - Nursing



LAUREN GORDON
Los Angeles, Ca.
BA - Psychobiology



CHRISTOPHER S. IRVIN
Pacific Palisades, Ca. BA-History
Superlative Contributions in Volleyball/
All-American



DANIEL S. GORE
Alhambra, Ca.
BA - Economics



PETER GORELICK
Los Angeles, Ca.
BA - History



JANET GOTTFRIED
Palos Verdes, Ca.
BA - Public Service



TOBIE GRAUBARD
Duarte, Ca.
BA - Pnt/Scplt
Graphic Arts



MARCIA GRAVETTE
La Jolla, Ca.
BA - English



PHILIP GREEN
Northridge, Ca.
BA - Political Science



ALAN GREENBERG
La Habra, Ca.
BA - Comm Studies



SYLVIA GREENSPAN
Los Angeles, Ca.
BA - Art



ROUBIK GREGORIAN
Tehran, Iran
MS - Electrical
Engineering



VICTOR GREIVING
Huntington Beach,
California
BA - Bacteriology



CAROLYN GRELL
Los Angeles, Ca.
BS - Kinesiology



ROBERT GRELLA
Van Nuys, Ca.
BA - History



VEDA GRIFFIN
Los Angeles, Ca.
BA - Psychology



AMY GROSSMAN
Studio City, Ca.
BA - English



**MARLENE
GRUN-EINHORN**
Los Angeles, Ca.
BA - History



JESSE GUDINO
Los Angeles, Ca.
BS - Psychology



KENNETH GUTTMAN
Alhambra, Ca.
BA - Psychobiology



NANCY GUZMAN
Hacienda Hts., Ca.
BA - Biology

H



LANNY HAJDU
Beverly Hills, Ca.
BA - Psychobiology



PAULETTE HALL
Los Angeles, Ca.
BA - French



KATHLEEN HALLORAN
Sherman Oaks, Ca.
BA - Music



MELVIN HAMAMOTO
Paia, Hawaii
BA - Mathematics



LYNN HAMMER
Los Angeles, Ca.
BA - English



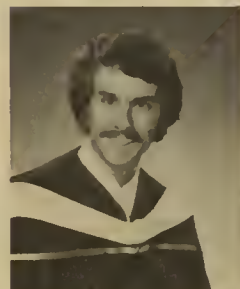
MARTHA HANKIN
Los Angeles, Ca.
BA - Political Science



ELAINE HARADA
Los Angeles, Ca.
BA - Mathematics



SHERYL HARMON
Burbank, Ca.
BA - Dance



ETHAN HAROW
Beverly Hills, Ca.
BA - Psychobiology



GUSSIE HARRIS
Los Angeles, Ca.
BA - Theatre Arts



JAN E. HARRIS
Oakland, Ca.
BA - Sociology



LINDA HARRIS
Los Angeles, Ca.
BA - Political Science



CRAIG T. HARRISON
Los Angeles, Ca.
BA - Psychology



THOMAS HARRISON
Palos Verdes
Peninsula, Ca.
BA - Political Science



JANICE HARTLEY
Chula Vista, Ca.
BA - Psychology



KATHY HARWOOD
Los Angeles, Ca.
BA - English



STEVE HASSON
Torrance, Ca.
BA - Political Science



FRANK HATTORI
W. Los Angeles, Ca.
BA - Theatre



JAN HAUSRATH
Palos Verdes
Estates, Ca.
BS - Sociology



KAREN HAVENS
Mountain View, Ca.
BA - Psychology



SHIRLEY HAWKINS
Los Angeles, Ca.
BA - English



MARK HAWLEY
Burbank, Ca.
BA - Economics



CATHY HAYAMIZU
Los Angeles, Ca.
BA - Psychology



JANICE HAYES
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BA - Comm Studies



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Santa Rosa, Ca.
BA - Hist/Geog



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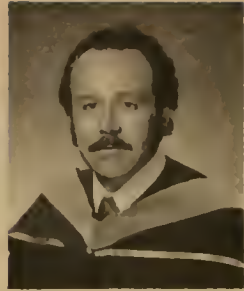
RIMA HEIFETZ
No. Hollywood, Ca.
BA - Pnt/Scup/
Graphic Arts



SCOTT HELGESON
Redlands, Ca.
BA - Music Education



JOHN L. HENRY
Alameda, Ca.
BA - Psychology



**JOAQUIN
HERNANDEZ**
Compton, Ca.
MBA - Finance



JOSEPH HERNANDEZ
Los Angeles, Ca.
BA - History



**MARTIN
HERSCOVITZ**
Los Angeles, Ca.
BA - Political Science



RICK HERWITZ
Los Angeles, Ca.
BA - Political Science



JANE A. HETRICK
San Jose, Ca.
BA - English



MARIANNE HIGA
Los Angeles, Ca.
BA - Biology



NANCY J. HILDT
Culver City, Ca.
BA - Political Science



JAN HILL
Hollywood, Ca.
BA - Psychology



RANDALL HILTNER
Los Angeles, Ca.
BS - Biology



VIVIAN C. HINES
Compton, Ca.
BA - English



WILLIAM HIROKAWA
Los Angeles, Ca.
BA - Biology



CHARLES R. HIXSON III
Covina, Ca.
BA - History



CAROLYN HOCHÉ
Woodland Hills, Ca.
BS - Psychology



WILLIAM HODGMAN
La Habra, Ca.
BA - Political Science



CARRIE HOFFMAN
Beverly Hills, Ca.
BA - French



MICHAEL HOFFMAN
Sherman Oaks, Ca.
BA - Biology



STEVEN L. HOGAN
Los Angeles, Ca.
BA - History



CYNTHIA HOHLE
Covina, Ca.
BA - Sociology



JEANNETTE HOIT
Arcadia, Ca.
BA - Anthropology



STEVEN HOKODA
Los Angeles, Ca.
BA - Psychology



**DEBBI C.
HOLLENBACH**
Canyon Country, Ca.
BA - Design



JAMES D. HOLLY
W. Los Angeles, Ca.
BA - Bus Econ



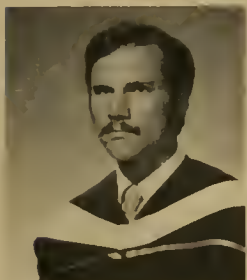
CHARLOTTE HOLMES
Compton, Ca.
BA - Sociology



JOHN HOM
Montebello, Ca.
BA - Zoology/
Psychobiology



ALAN KATZ
Los Angeles, Ca. BA-Political Science
External Affairs Co-ordinator (SLC)/
Chairman, University Policies Commission/
Annex Director, UC Student Lobby/ KLA/
Daily Bruin



JOSEPH R. HONORE
Encino, Ca.
BA - Economics



VALERIE HOPKINS
Los Angeles, Ca.
BA - Psychology



**WILLIAM J.
HOPKINS JR.**
No. Hollywood, Ca.
BS - Engineering



TADASHI HORIKIRI
Los Angeles, Ca.
BS - Engineering-
Electrical



JEFFERY HORNE
Ventura, Ca.
BA - Astronomy



ELAINE HOSOZAWA
Monterey Park, Ca.
BA - History



MARY E. HOUSE
La Habra, Ca.
BS - English



ROSE M. HOUSTON
Inglewood, Ca.
BA - Sociology



PATRICE A. HOWARD
Woodland Hills, Ca.
BA - Economics



JOHN E. HOWE
Ventura, Ca.
BA - Mathematics



ANTHONY HOWELL
Los Angeles, Ca.
BA - Psychology



WU-TAN HUANG
Naha, Okinawa, Japan
BS - Engineering-
Electrical



BRIAN L. HUGHES
San Pedro, Ca.
BA - Psychobiology



BEN HUIE
Los Angeles, Ca.
PhD - Chemistry



MARIE HUSKEY
Santa Monica, Ca.
BA - Quant. Psych



PAUL HUTSON
Los Angeles, Ca.
BS - Biochemistry



CAROL P. HYBL
Fullerton, Ca.
BA - Theatre



HERBERT LEPOR

San Diego, Ca. BS-Biochem Research
President and Senior Advisor, Phi Eta Sigma/
Teaching Assistant, Chemistry Dept./ Medicus/
UCLA Hospital Volunteer/ Alumni Scholar/ Phi
Beta Kappa/ National Institute of Health Fellowship



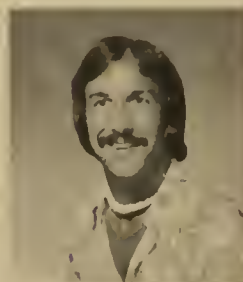
BARBARA IKEHARA
Santa Monica, Ca.
BA - English



SUKYOU ILLIAN
Barstow, Ca.
BS - Engineering



EDWARD INOUE
Whittier, Ca.
BA - Economics



STEVE ISACKSON
Gardena, Ca.
BA - Psychology



ROBERTA ISHIHARA
Gardena, Ca.
BA - Linguistics



MARCIA ISRAEL
Canoga Park, Ca.
BA - Sociology



MARK ITKIN
Canoga Park, Ca.
BA - Comm Studies

J



KENNETH JACKSON
Berkeley, Ca.
BA - English



JANICE JACOBS
Santa Monica, Ca.
BA - French



JOHN JACOBS
Gardena, Ca.
BA - Math/
Computer Science



STEVEN JACOBS
Los Angeles, Ca.
BA - Biology



SUSAN JACOBS
Los Angeles, Ca.
BA - English Lit



TAREN JACOBY
Encino, Ca.
BA - History/
Jewish Studies



VICKI JAEGER
Chatsworth, Ca.
BS - Nursing



**JO ANN
JAMES-BINION**
St. Merced, Ca.
BA - History



BRUCE JAY
Los Angeles, Ca.
BA - Psychology



EILEEN JAYSON
Los Angeles, Ca.
BA - History



LAURIE JENKS
La Canada, Ca.
BA - History



BARBARA JI JI
Los Angeles, Ca.
BA - History



BRIAN JOHNSON
No. Hollywood, Ca.
BA - Economics



CLOETTA JOHNSON
Los Angeles, Ca.
BA - History



CURTIS JOHNSON
Canoga Park, Ca.
BA - Bacteriology



PAMELA JOHNSTON
Escondido, Ca.
BA - English



KRISTY JONES
Santa Monica, Ca.
BA - Spanish



PAUL JONES
Los Angeles, Ca.
BS - Biochemistry



ROSITA JONES
Inglewood, Ca.
BA - History



LESLIE JOSEPH
Beverly Hills, Ca.
BA - Sociology



ALAN JUNG
Oconto Falls, Wis.
MS - Astronomy



BARBARA JURIST
Northridge, Ca.
BS - Chemistry



JOHN JUSTICE
Los Angeles, Ca.
BA - History

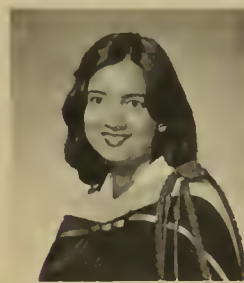
K



NANCY KADNER
Los Angeles, Ca.
BA - Comm Studies



KRISTINE KAKEHASHI
Los Angeles, Ca.
BA - Sociology



RUBY KAMDAR
Los Angeles, Ca.
BS - Biochemistry



LYNN KAMMERMAN
No. Hollywood, Ca.
BA - Anthropology



NAIDA KAMPER
Los Angeles, Ca.
BA - Comm Studies



PATRICK KANESHIRO
Culver City, Ca.
BA - History



LALIT KAPOOR
Kanpur, India
MBA - Management



JEFFREY KAPOR
Canoga Park, Ca.
BA - Political Science



DEBRA KARLIN
Los Angeles, Ca.
BA - Psychology



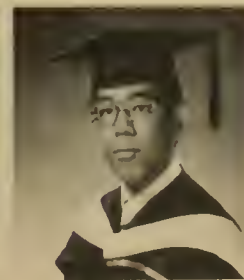
**DEBBIE
KARRENBROCK**
Los Angeles, Ca.
BS - Kinesiology



GORDON KASS
Los Angeles, Ca.
BA - Mathematics



SANDRA KASS
Los Angeles, Ca.
JD - Law



GARY KATO
Los Angeles, Ca.
BS - Bacteriology



ALAN KATZ
Los Angeles, Ca.
BA - Political Science



CASEY KAZLAUSKAS
Los Angeles, Ca.
BA - Design



ROARK KEELER
Santa Anna, Ca.
BA - Economics
BS - Physics



BELINDA KELBER
Los Angeles, Ca.
BA - Psychology



BARBARA KENT
Thousand Oaks, Ca.
BA - History



HANNIA KEPFER
Bell, Ca.
BA - Spanish Lit



JANE E. KERR
Pac Palisades, Ca.
BA - Political Science



PAUL KILPATRICK
Los Angeles, Ca.
BA - Sociology



PATRICIA KINAGA
Palos Verdes
Estates, Ca.
BA - Anthropology



ELIZABETH KING
Albuquerque, N. Mex.
BA - Art History



MATTHEW KINGDON
Fullerton, Ca.
BS - Physics



KAREN KISHABA
Canoga Park, Ca.
BA - Design



ROBERT KISOR
Pomona, Ca.
BA - Mathematics/
Applied Science



DEBRA KITSMILLER
Simi Valley, Ca.
BA - History



SUZANNE KIZER
Los Angeles, Ca.
BS - Kinesiology



ROSS KLEIN
Mission Hills, Ca.
BA - English



WALTER KLENHARD
Woodland, Ca.
BA - Political Science



APRIL KNAPP
San Clemente, Ca.
BA-Political Science



VINCENT KNIGHT
Los Angeles, Ca.
BA-Political Science



RICHARD KNISELEY
Glendale, Ca.
BA-History



PETER KNOTZ
Pacific Palisades, Ca.
BA-Psychology



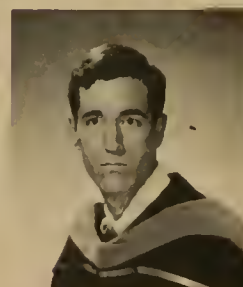
STEVEN KOLODNY
Los Angeles, Ca.
BA-Political Science



HOWARD KORNBERG
Los Angeles, Ca.
BS-Psychology



KENJI KOTERA
Hollywood, Ca.
BA-Economics



JIM KOURY
La Canada, Ca.
BS-Mathematics
Computer Science



ABBY KOVALSKY
Sherman Oaks, Ca.
BS-Bacteriology



SHELLEY KRAMER
Los Angeles, Ca.
BA-Economics/
Political Science



PHILIP KRAUS
Sherman Oaks, Ca.
BA-Political
Science



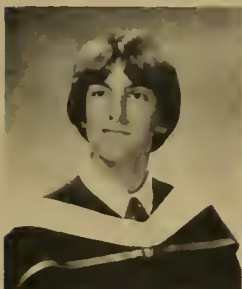
SHELLEY KRAUSE
Los Angeles, Ca.
BA-Theatre



RHONDA KREEGER
Beverly Hills, Ca.
BA-Design



HARRIET KREMER
Los Angeles, Ca.
BA-English



ROBERT C. KRIMSKY
Brooklyn, N.Y.
BA-Communication
Studies



KARLA KROESING
Holtville, Ca.
BS-Mathematics-
Computer Science



PATTI KROFFT
Studio City, Ca.
BA-Ethnic Arts



JAMES KRUG
Los Angeles, Ca.
BA-Psychology



ROBERT KRUGER
Los Angeles, Ca.
BA-International
Relations



LUCINDA KRUSE
Colfax, Ill.
BA-Linguistics



**GAIL
KREUTZMANN**
Palo Alto, Ca.
BS-Kinesiology



ELIZA KUBOTA
Sierra Madre, Ca
BA-Psychology



DIANA MAHMUD
Fountain Valley, Ca. BA-Economics
First Vice President (SLC)/ Registration Fee
Subcommittee/ CALPIRG/ ASUCLA Tutorial
Project/ SLC Intern/ UCLA Consumer Protection
Project/ Center for Student Rights and Assistance



KARL O. KUHN
Los Angeles, Ca.
BS-Engineering



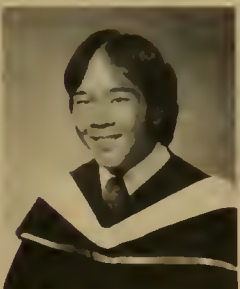
LI-YI KUO
Escondido, Ca.
BA-Political
Science



**NAVINCHANDRA
KURANI**
Chicago, Ill.
MS-Engineering



TOM KURATA
Los Angeles, Ca.
BS-Mathematics-
Computer Science



ART KURIMOTO
Los Angeles, Ca.
BS-Biology



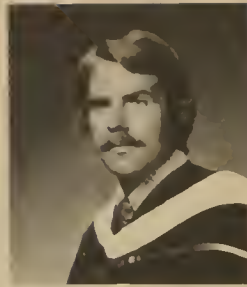
SANDRA KUSHNER
Los Angeles, Ca.
BA-English



DAVID KWAN
So. San Gabriel, Ca.
BS-Engineering



LINDA KYRIAZI
Pittsburg, Ca.
BA-Sociology



STEPHEN LADA
Tustin, Ca.
BA-Psychology



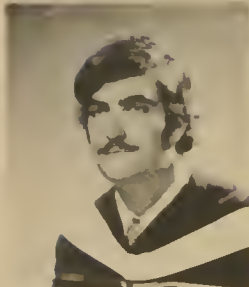
SUSAN LAIDLAW
Los Angeles, Ca.
BA-Communication
Studies



CHOK LAM
Los Angeles, Ca.
PhD-Engineering-
Computer Science



KING LAM
Macau
BS-Engineering



BRUCE LANG
North Hollywood,
Ca.
BA-Psychology



RONALD LAU
Los Angeles, Ca.
BA-Economics



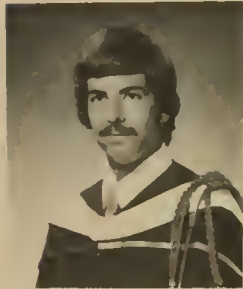
**HOLLY S.
LAWSON**
Cupertino, Ca.
BA-English



KAREN LAZAROU
Whittier, Ca.
BA-Poli Sci



NORINE LEAS
Los Angeles, Ca.
BA-Sociology



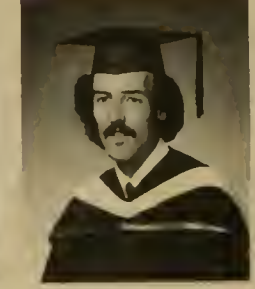
**RONALD M.
LEBOW**
Los Angeles, Ca.
BA-Poli Sci



DAVID W. MEYERS
La Habra, Ca. BA-Sociology
Superlative Contributions in Basketball/
All-American



THOMAS A. LANG
Temple City, Ca.
MS-Engineering
-Electrical Sciences



JAMES LANGE
Glendale, Ca.
BA-History



JAMES LA PETER
Whittier, Ca.
BA-Economics



DIANE LAPORTE
La Habra, Ca.
BA-Economics



**PAUL
LAPPALAINEN**
Woodland Hills, Ca.
BA-Poli Sci



**JACQUELINE
LEDERFINE**
Los Angeles, Ca.
M.Ed - Education



LIONEL LE DUFF
Inglewood, Ca.
BA - Sociology



BARBARA LEE
Los Angeles, Ca.
BA - Psychology



KAREN G. LEE
Long Beach, Ca.
BA - Sociology



MELANIE LEE
Los Angeles, Ca.
BA - Psychology



PHYLLIS LEE
Santa Paula, Ca.
BA - History



WENDY LEE
Carson, Ca.
BA - Economics



YOUNG LEE
Los Angeles, Ca.
BA - Mathematics



TERRI LEHRHOFF
Sherman Oaks, Ca.
BA - Psychology



JILL LEMPERT
Beverly Hills, Ca.
BA - English



ERNA LENGERT
Misiones, Argentina
BA - Spanish



LISA K. LENACK
Van Nuys, Ca.
BA - History



LYNDA LEONARD
Sierra Madre, Ca.
BS - Psychology



LOUIS LEONE
Los Angeles, Ca.
BA - Psychology



LEAH LETHBRIDGE
Los Angeles, Ca.
BA - Sociology



ALBERT LEVARIO
Canoga Park, Ca.
JD — Law



HARRIET LEVE
Los Angeles, Ca.
BA - English



HARVEY I. LEVIN
No. Hollywood, Ca.
BA - Political Science



CAROLE LEVITZKY
Calabasas, Ca.
BA - Political Science



ANNTINA LEW
Los Angeles, Ca.
BS - Math/Comp Sci



PEARL LEW
Los Angeles, Ca.
BA - Quan. Psych



SHARON LEW
Monterey Park, Ca.
BA - History



CHARLENE LEWIS
Los Angeles, Ca.
BA - English



MICHAEL LEWIS
Beverly Hills, Ca.
BA - English



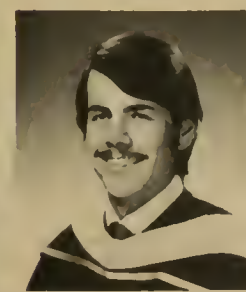
JOHN W. LEYMAN
Long Beach, Ca.
BS - Chemistry



CHEUK LI
Mar Vista, Ca.
BS - Engineering



ROBERT LIEB
Sherman Oaks, Ca.
BA - History



EDWARD LIEBERSBACH
Glendale, Ca.
BS - Physics



ROBERT LIFSON
Beverly Hills, Ca.
BA - Psychobiology



PAUL M. LIM
Beverly Hills, Ca.
BA - Economics



MICHAEL LIND
Santa Ana, Ca.
BA - Psychology



WILLIAM LIPIL
No. Hollywood, Ca.
BS - Biochemistry



ELLEN LIPIN
Los Angeles, Ca.
BA - Design



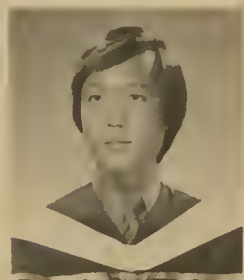
ISABELLE LIPIN
Sunnyvale, Ca.
BA - History



MICHAEL LIPPERT
Northridge, Ca.
BA - Political Science



LESLIE LIPTON
Encino, Ca.
BA - English



ALVIN LIU
Lomita, Ca.
BA - Biology



ANNA LIU
Los Angeles, Ca.
BA - Bacteriology



JOHN LLOYD
Los Altos Hills, Ca.
BA - History



SANDRA LOCKE
Los Angeles, Ca.
BA - Economics



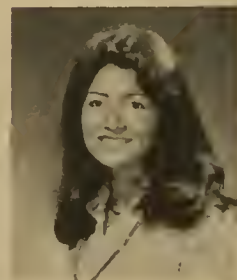
MARK LOETERMAN
Los Angeles, Ca.
BA - Political Science



LINDA LONG
Glendale, Ca.
BA - Sociology



GUILLERMO LOPEZ
Lakewood, Ca.
BA - Economics



MARITZA LOPEZ
No. Hollywood, Ca.
BA - Sociology



SHIRLEY LOUIE
Los Angeles, Ca.
BA - Bacteriology



MONA LOOK
Sun Valley, Ca.
BS - Psychology



ERIN LORBER
Sonora, Ca.
BA - Political Science



DEBBIE LOWANDE
Los Angeles, Ca.
BA - English/French



JEFF LOWE
Los Angeles, Ca.
BA - Political Science



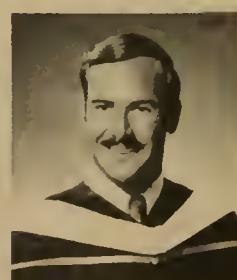
BRADFORD LUBELL
Sherman Oaks, Ca.
BS - Math/Comp Sci



SHEILA LYON
La Mirada, Ca.
BA - Mot Pic/TV



JACK MACALES
Sepulveda, Ca.
BA - Meteorology



**DENNIS
MACDONALD**
Santa Ana, Ca.
BA - History



LAI P. MACK
Los Angeles, Ca.
BS - Engineering-
Chemical



BETH MAEL
Los Angeles, Ca.
BA - Anthropology



ELISE MAGISTRO
Upland, Ca.
BA - Italian



MARILYN MAHAN
San Bernardino, Ca.
BSN - Nursing



LUCY MAHER
Weston, Conn.
BA - History



CINDY MAIERS
Northridge, Ca.
BA - Spanish



MICHAEL MAKOSFKE
Los Angeles, Ca.
BA - English



SEPTEMBER MALETZ
Oceanside, Ca.
BA - Political Science



ROXANNE MALIAN
Pasadena, Ca.
BA - Sociology



LOTTIE MALLORY
Los Angeles, Ca.
BS - Nursing



SANDRA MALLOY
No Hollywood, Ca.
BA - Spanish



FRED MANENA
Los Angeles, Ca.
BA - Political Science



MELBA MANLEY
Inglewood, Ca.
BA - Psychology



HARVA MARCUS
Culver City, Ca.
BA - Psychology



DANY MARGOLIES
Beverly Hills, Ca.
BA - Geography



BARRY MARKOWITZ
Westwood, Ca.
BA - Economics



LISA MARKS
Los Angeles, Ca.
BA - History



DALE MARON
Santa Clara, Ca.
BA - Economics



LAURA MARTIN
Santa Monica, Ca.
BA - History



TERESA MYERS
Los Angeles, Ca. BA-Political Science
Director, Student Lobby Annex, UCLA/ Legislative
Advocate, UC Student Lobby, Sacramento/ Intern,
UC Student Lobby Annex, UCLA/UCLA Rep.
Screening Committee for Student Regent/
Undergraduate Representative, Academic Senate
Equal Opportunity Commission/ Fellowship,
Eagleton Institute of Politics/ Phi Beta Kappa



**ALEJANDRA E.
MARTINEZ**
Venice, Ca.
BA - Spanish



LESLEY MARX
Encino, Ca.
BA - Political Science



**CATHERINE
MASAMITSU**
Mission Hills, Ca.
BA - Design



JENNIFER Z. MASCULINO
Carson, Ca.
BA - Sociology



DAPHNE M. MATHERS
Palm Springs, Ca.
BS - Math-Comp Sci



BARBARA MATHEWS
Los Angeles, Ca.
BA - Psychology



PETER MATHEWS
Los Angeles, Ca.
BA - Biology



RANDI MAURER
Beverly Hills, Ca.
BA - Psychology



JAMES MAYS
Carson, Ca.
JD - Law



LINDA MCADAMS
Calabasas Park, Ca.
BA - History



DOUGLAS MCCAMPBELL
Palo Alto, Ca.
BA - Economics



STUART NEEDMAN
N. Hollywood, Ca. BA-Political Science
Administrative Vice President (SLC)/ General
Representative (SLC)/ University Policies
Commission/ Research Assistant, Office of
Undergraduate Affairs/ Director, Freshman
Program/ Student Fund Board of Directors/
Lower Division Program Steering Committee



DIANN MCCANNON
Oakland Ca.
BA - Theater Arts



WENDY MCCONELL
Encino, Ca.
BA - Sociology



MELODIE MCCOY
Simi Valley, Ca.
BA - History
Composition



GAYLE MCDOWELL
Long Beach, Ca.
BA - History



ETAN MCELROY
Los Angeles, Ca.
BA - Music
BS - Kinesiology



CAROL MCGOUGH
Claremont, Ca.
BA - Biology



SHANNON MCGOUGH
Palo Alto, Ca.



KATHLEEN MCGOWAN
Mission Viejo, Ca.
BA - Theatre Arts



JOHN MCMAHON
Los Angeles, Ca.
BS - Engineering



JOAN M. MCNAIR
Los Angeles, Ca.
BA - Political Science



VANESSA MCRAE
Newport Beach, Ca.
BA - Geography



ROBERT G. MEIDEL
Palm Springs, Ca.
BA - Motion Picture-
Television



TORYALAI MELGERAI
Los Angeles, Ca.
BA - Mathematics



STEPHANIE MELLIN
Los Angeles, Ca.
BA - English



MARCIA L. MELTON
Los Angeles, Ca.
BA - Comm Studies



JERRY MESSINGER
Los Angeles, Ca.
BA - Sociology/
Economics



DEBORAH M. MEYER
Long Beach, Ca.
BA - Design



NORMA MEYER
Hawthorne, Ca.
BA - Political Science



VERDIS MILBURN
Los Angeles, Ca.
BA - Linguistics



LARRY MILES
Yuba City, Ca.
BA - Political Science



CYNTHIA MILLER
Visalia, Ca.
BS - Kinesiology



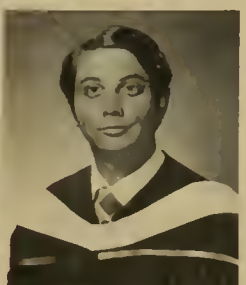
DENISE MILLER
Los Angeles, Ca.
BA - Psychology



JUDITH MILLER
Beverly Hills, Ca.
BA - Psychology



STEVEN C. MILLIKEN
Ontario, Ca.
BA - English



JEFFREY MILRAD
Los Angeles, Ca.
BA - Political Science



KAREN MIURA
Los Angeles, Ca.
BA - History



GERALD MIWA
Torrance, Ca.
PhD - Pharmacology



ANNE MIZOTA
San Fernando, Ca.
BA - Psychology



JODY MODELAND
La Habra, Ca.
BA - Sociology



HERBERT MOLANO
Los Angeles, Ca.
BA - Psychology



JANICE MOONEY
Northridge, Ca.
BA - Geography



JOAN MOO-YOUNG
Los Angeles, Ca.
BA - Sociology



**CHRISTINE V.
MORALES**
Alhambra, Ca.
BA - Art History



EDMUNDO MORAN
San Fernando, Ca.
BA - Political Science



HOWARD MORDOH
Canoga Park, Ca.
BA - Bacteriology



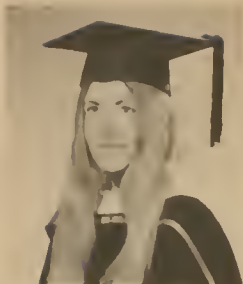
ARMANDO MORENO
Los Angeles, Ca.
BA - History



DENNIS MORITA
El Centro, Ca.
BA - Political Science



DAVID MORRILL
Los Angeles, Ca.
BA - Anthropology



LIZA MORTIMER
Los Angeles, Ca.
BA - English



MED MOSHER
West Hollywood, Ca.
BA - Psychology



LINDA MOXON
Inglewood, Ca.
BA - Comm Studies



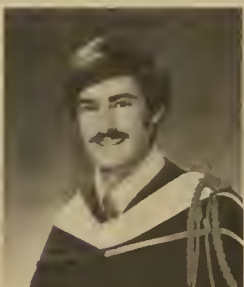
MARY ANN MUELLER
Santa Ana, Ca.
BA - Pnt/Scpt
Gr Arts



**VIRGINIA
MULROONEY**
Santa Monica, Ca.
PhD - History



CRAIG T. MURAYAMA
Canoga Park, Ca.
BS - Physics



BRUCE MURRAY
La Jolla Ca.
BA - English

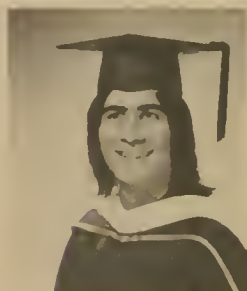


**SUSAN N.
MUSCARELLA**
Burbank, Ca.
BA - Music

N



SYLVIA NADBORN
Los Angeles, Ca.
BA - Spanish



MOHAMMAD NADIM
Los Angeles, Ca.
BA - Political Science



HOUSHANG NAGHIBI
Tehran, Iran
MS - Elec Engineering



GAIL NAKAMURA
Los Angeles, Ca.
BA - English



ALEX NAMIKAS
Walnut Creek, Ca.
BA - Psychobiology



NASROLLAH NAVID
Tehran, Iran
MS - Elec Engineering



BETH NEUMAN
Tarzana, Ca.
BA - Anthropology



MOLLY NEWLON
San Mateo, Ca.
BA - Dance



ESSIE NEWMAN
Los Angeles, Ca.
BA - Philosophy



NEAL NEWSTAT
Los Angeles, Ca.
BA - Biology



ETHEL L. NEWTON
Pomona, Ca.
BA - Sociology



RAPHAEL NG
Monterey Park, Ca.
MD - Medicine



REBECCA Y. NG
Beverly Hills, Ca.
MA - Oriental Langs



CATHERINE NIEMETZ
Los Angeles, Ca.
BA - Pnt/sculp/gr arts



DIANA NILSEN
Santa Monica, Ca.
BA - Spanish



GLORIA NOLLIE
Santa Monica, Ca.
DDS - Dentistry



ALBERT NYBERG JR.
Panorama City, Ca.
BA - Biology



JONATHAN OBLATH
Sherman Oaks, Ca.
BA - Political Science



FRANCIS O'BRIEN
San Mateo, Ca.
BS - Psychobiology



KEVIN E. O'CONNELL
Northridge, Ca.
BA - English



LOIS OEHLKERS
Santa Monica, Ca.
BA - Linguistics



HEATHER OGILVIE
Los Angeles, Ca.
BA - Sociology



VIC OGILVIE
Costa Mesa, Ca.
PhD - Counseling



KATHLEEN O'HARA
Rialto, Ca.
BA - Political Science



MICHAEL O'HEARN
Northridge, Ca.
BA - Economics



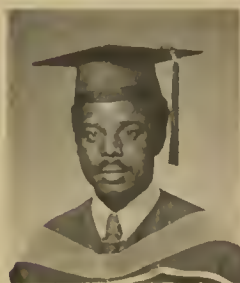
KATHLEEN H. OLISH
Los Angeles, Ca.
BA - History



SAM OKIMOTO
Bellflower, Ca. BA-Geography
Resident Assistant/ Head Resident/ Student Welfare Commissioner (SLC)/ Student Welfare Committee for the Academic Senate/ Campus Graphics Committee/ Spirit Support Advisory Committee/ Student Fund Board of Directors/ Interdepartmental Advisory and Assistance Committee



WILLIAM OLIVER
Los Angeles, Ca.
PhD - Engineering



JOSEPH O. OMOLAYOLE
Yaba, Nigeria
MS - Engineering



MARK ONSPAUGH
Mission Hills, Ca.
BA - Psychology



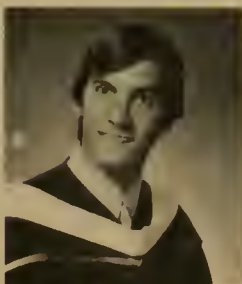
RAUL ORTIZ
Los Angeles, Ca.
BA - Economics



ANNE M. OSHIER
Glendale, Ca.
BA - English



LORI OUSMAN
Palos Verdes, Ca.
BS - Kinesiology



JOHN OWEN
Tustin, Ca.
BS - Math-Comp Sci

P



SHERRIN PACKER
Los Angeles, Ca.
BA - Sociology



ALEXANDER L. PAEN
Bolton, Ma.
BA - Comm Studies



CYNTHIA PALEY
Van Nuys, Ca.
BA - French



PENNY PALMER
Compton, Ca.
BA - Sociology



KAREN L. PALOMINO
Nothridge, Ca.
BA - French



CHARMAINE PARENT
Santa Monica, Ca.
BA - History



KYUNGHYANG PARK
Pohang, Korea
MN - Nursing



YOUNG-AE PARK
Seoul, Korea
BA - Biology



RODNEY PARSONS
Sherman Oaks, Ca.
JD - Law



EDMON J. RODMAN
Anaheim, Ca. BA-Communication Studies
Editor-in-Chief, Southern Campus 1974/
Editor-in-Chief, Ha'Am/ Managing Editor,
Daily Bruin/ Managing Editor, Davka



KENNETH PASSON
Los Angeles, Ca.
BA - Political Science



JACKIE PASTERNAK
Santa Monica, Ca.
BA - Psychology



RICHARD N. PAULY
Los Angeles, Ca.
BA - Anthropology



STEVEN PAZIN
Clovis, Ca.
BA - Music



JAMES PEACOCK
Tacoma, Wn.
MS - Biochemistry



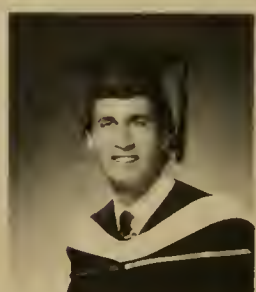
MARTHA PECK
Oakland, Ca.
BA - Design



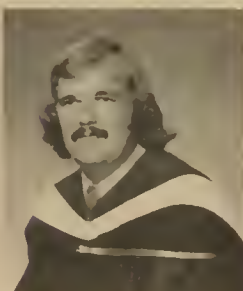
RUTH PEDDY
San Bernardino, Ca.
BA - Psychology



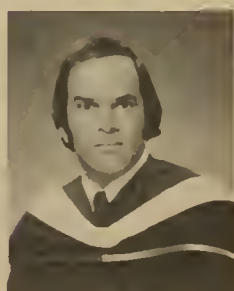
WILLIAM PEIRCE
Beverly Hills, Ca.
BA - Political Science



EDWARD PELL
Los Angeles, Ca.
BA - History



MARTEL PELLERIN
Van Nuys, Ca.
BA - Economics



ERNEST A. PEREZ
Santa Monica, Ca.
BA - Political Science



DEBRA PERRI
Whittier, Ca.
BA - History



PHYLLIS E. PERRY
Detroit, Mich.
MFA - Motion
Picture-Television



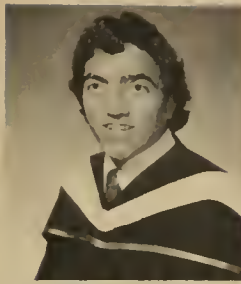
PATRICIA A. PETERS
Los Gatos, Ca.
BA - Mathematics



REID PETERSEN
Del Mar, Ca.
BA - Comm Studies



ROLAND PETERSON
Downey, Ca.
BA - Political Science



EDWARD PETTET
Placentia, Ca.
BA - Economics



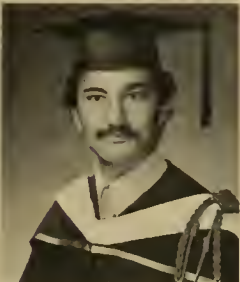
JEAN PETTIT
Madera, Ca.
BA - Psychology



DOREEN PHELAN
Tarzana, Ca.
BA - Psychology



GREGORY PHILLIPS
Los Angeles, Ca.
BA - Spanish



RICHARD PICCUILLA
Van Nuys, Ca.
BA - Spanish



JOHN S. PIEN
Hawthorne, Ca.
MS - Electrical



HELEN PINKNEY
Los Angeles, Ca.
BA - Political Science



JORDAN D. PISTOL
Tarzana, Ca.
BA - History



KATHLEEN PITTS
Los Angeles, Ca.
BA - English



BRYAN R. PLOG
Northridge, Ca.
BA - Mathematics



PAMELA PLOTKIN
Los Angeles, Ca.
BA - Political Science
History



GEORGIA POLOYNIS
Los Angeles, Ca.
BA - History



PATRICIA POMPEY
Santa Monica, Ca.
BS - Nursing



DIANA POON
Monterey Park, Ca.
BA - Psychobiology



ANDREA PORTENIER
Los Angeles, Ca.
BA - Psychology



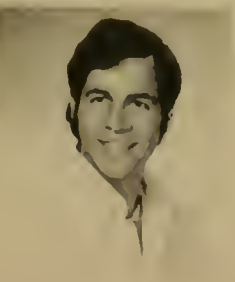
DIANE POWER
Westminster, Ca.
BA - Political Science



PATRICIA L. POWERS
Culver City, Ca.
BA - English



KENNETH PRESSBERG
Beverly Hills, Ca.
BA - History



VICTOR A. PRIETO
San Mateo, Ca.
BA - Biology



SOMTRAKUL PRIMROSE
Los Angeles, Ca.
BS - Engineering



MICHAEL PROFIT
West Covina, Ca.
BA-Biology



PAIGE PROCTER
Whittier, Ca.
BA-English Lit



MICHELLE PROTES
Los Angeles, Ca.
BA-Sociology



KEVIN C. PRYS
Canoga Park, Ca.
BA-Poli Sci



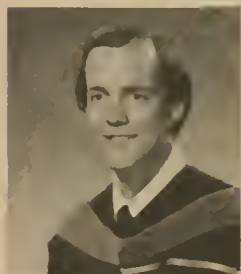
PETROLINO P. PULIDO
Santa Monica, Ca.
BA-Economics



ALLEN H. PULSIFER
S. Laguna, Ca.
BA-Poli Sci



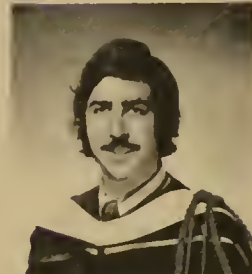
JENNIE QUAN
Santa Monica, Ca.
MA - History



FLOYD A. QUARLES
Redondo Beach, Ca.
BS - Math-Comp Sci



KAREN QUONG
Los Angeles, Ca.
BA - Sociology



RICHARD RAHM
Bellflower, Ca.
BA-Poli Sci



NICK RANSOM
San Marino, Ca.
BS-Zoology



SUSAN RAPPLEYE
Sun Valley, Ca.
BA-English



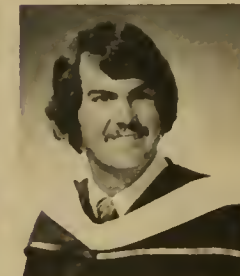
CHERYL RATLIFF
Los Angeles, Ca.
BA-Poli Sci



GABRIELLE RAUMBERGER
Los Angeles, Ca.
BS-Zoology



RANDOLPH RECK
Burbank, Ca.
BA-History



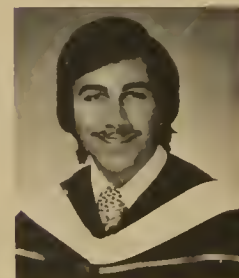
BRIAN REEVES
Encino, Ca.
BA - Political Science



OSSIE REGAN
Los Angeles, Ca.
BA-History



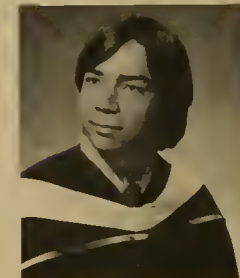
RICHARD REICHLER
Calabasas, Ca.
BS-Mathematics/
Computer Science



MARTIN REININGER
Palo Alto, Ca.
BA-Poli Sci



FONTAINE REISHMAN
Bakersfield, Ca.
BA-German



MARCO REYES
Los Angeles, Ca.
BA-History



GAIL REYNOLDS
Pasadena, Ca.
BA-Theatre Arts



MELANIE REYNOLDS
Los Angeles, Ca.
BA-Communication
Studies



PARVIZ RIAZI
Los Angeles, Ca.
BS-Engineering



PATRICIA RICE
Los Angeles, Ca.
BA-Sociology



SUSAN RICE
Beverly Hills, Ca.
BA-Social Science
for Elem. Teaching



LYNN RICHARDS
Los Angeles, Ca.
BS-Mathematics



DOUGLAS RICHARDSON
Sepulveda, Ca.
BA - Political Science



ILENE RICHMOND
Los Angeles, Ca.
BA-Design



RICARDO RIVEROS
Glendale, Ca.
BA-Motion Picture/
Television



ELLEN ROBBINS
N. Hollywood, Ca.
BA-Design



KATHLEEN ROBBINS
Van Nuys, Ca.
BA-Psychology



SUSAN ROBERTS
Long Beach, Ca.
BA-French



SUSAN ROBERTS
Van Nuys, Ca.
BA-Anthropology



BRIAN ROBERTSON
N. Hollywood, Ca.
BA-Biology



GREGORY ROBINETT
Port Hueneme, Ca.
BA-Design



DEBORAH ROBINSON
Monterey Park, Ca.
BA-Biology



RON SUFRIN
Los Angeles, Ca. BA-Economics
Internal Affairs Co-ordinator (SLC)/ Chairman,
Board of Control/ Chairman, Board of Control
Space and Design Committee/ Co-director,
Associated Students Information Service/ UCLA
Police Policies Review Committee



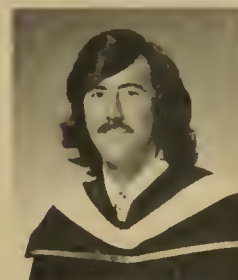
ALAN ROCKMAN
West Covina, Ca.
BA-History



BONNIE ROEDER
Los Angeles, Ca.
BA-English



MARC E. ROHATINOR
Beverly Hills, Ca.
BA-History



DAVID ROMAND
Los Angeles, Ca.
BA-Sociology



ANN ROMO
N. Hollywood, Ca.
BA-Spanish



BERNICE M. ROOS
Van Nuys, Ca.
BA-History



MARILYN ROOT
Los Angeles, Ca.
BA-Sociology



CYNTHIA ROSALES
San Diego, Ca.
BA-Psychology



MANUEL ROSALES
Los Angeles, Ca.
BA-Sociology



REID ROSE
Canoga Park, Ca.
BA-History



STEPHEN R. ROSE
Beverly Hills, Ca.
BA-Sociology



LAURA SWANSON
Culver City, Ca. BS-Kinesiology
Publicity Chairman, Mardi Gras/ Undergraduate
Advising Committee, Kinesiology Dept./ Education
Abroad Program/ University Chorus/ Sailing Club/
Alpha Lambda Delta/ Phi Beta Kappa/ Alumni
Scholar/ Committee for International and
Comparative Studies



RICHARD ROSE
Palos Verdes, Ca.
BA-Economics



LAWRENCE S. ROSENBERG
Van Nuys, Ca.
BA-Poli Sci



ROBERT ROSENFIELD
Los Angeles, Ca.
BS-Chemistry



DEBRA ROSS
Los Angeles, Ca.
BA-Design



RICHARD ROTH
Palos Verdes, Ca.
BA-Economics



JEAN ROUSH
Riverdale, Ca.
BA-Design



SUSAN ROWLAND
Los Angeles, Ca.
BA-History



STEVEN ROYSTON
Richmond, Ca.
BA-Medieval
History



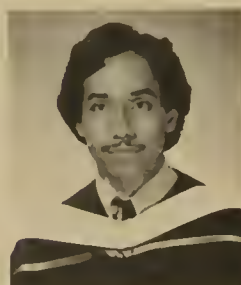
VICTORIA RUBEN
Los Angeles, Ca.
BA-Sociology



LAWRENCE S. RUBENSTEIN
Los Angeles, Ca.
PhD-PHS Admin

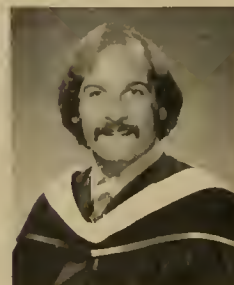


RUBY RUDOLPH
Los Angeles, Ca.
BA-English



JOSE RUIZ
Los Angeles, Ca.
BA-Spanish

S



JAY SACKS
N. Hollywood, Ca.
BA-Psychology



ARLINE SADAMOTO
Los Angeles, Ca.
BA-Psychology



HASSAN M.M. SADEGHI
Brentwood, Ca.
BS-Biochemistry



RUDY SAENZ
Venice, Ca.
BA-Economics



JANICE SALISBURY
Arcadia, Ca.
BA-Sociology



NANCY SALISBURY
Moraga, Ca.
BS-Kinesiology



HAYLEY SAM
Los Angeles, Ca.
BA-Oriental
Languages



NANCIE SAMUELS
Sherman Oaks, Ca.
BA-History



SANDRA H. SANDERS
Los Angeles, Ca.
BA-Psychology



FARIBORZ SANEI
Los Angeles, Ca.
BS-Engineering



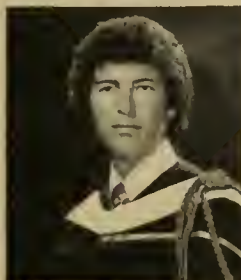
JUDITH SANO
Los Angeles, Ca.
BSN-Nursing



KATHLEEN SASAKI
Los Angeles, Ca.
BA-Psychology



DAVID A. SATO
S. Pasadena, Ca.
BA-Biology



MATTHEW SAVER
Beverly Hills, Ca.
BA-Psychology



RICHARD SCHAMMEL
San Carlos, Ca.
BA-Economics



CHRISTINA SCHENDEL
Santa Ana, Ca.
BA-Sociology



FREDERICK SCHENK
Los Angeles, Ca.
BA-Communication Studies



DAVID SCHLEPPENBACH
Agoura, Ca.
BA-Mathematics



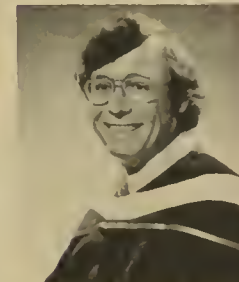
STEVEN SCHNAIDT
Fair Oaks, Ca.
MPA-Public Administration



CAROL SCHRIVER
Montebello, Ca.
BA-English



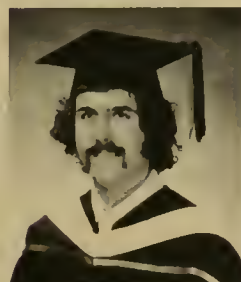
DEBRA SCHULMAN
Los Angeles, Ca.
BA-Spanish



ALBERT L. SCHULTZ JR.
Chatsworth, Ca.
BA-Biology



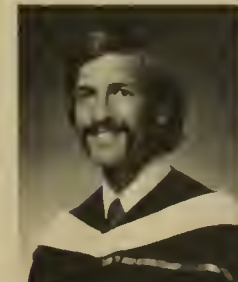
CARYN SCHUSTER
Los Angeles, Ca.
BS-Public Health



DOUG SCHUSTER
West Covina, Ca.
BA-Biology



OLGA SCHVARZSTEIN
Inglewood, Ca.
BA-Poli Sci



JACK SCHWARTZ
Beverly Hills, Ca.
BA-Poli Sci



RICHARD SCHWARTZ
Tarzana, Ca.
BA-History



SARA SCIFERS
Topanga, Ca.
BSN-Nursing



CRAIG SCOTT
Los Angeles, Ca.
BS-Electrical Electrical



REGINALD J. SEARS
Los Angeles, Ca.
BA-English



JOHN SECHRIST
Burton, Wash.
BA-Economics



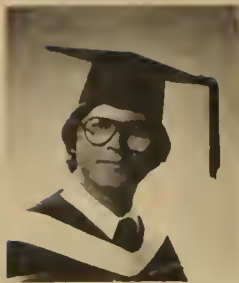
HOWARD SECOF
Anaheim, Ca.
BA-Poli Sci



**CYNTHIA
SEGERSTEN**
Canoga Park, Ca.
BA-English



**MARICELLA
SEGURA**
Los Angeles, Ca.
BA-Design



ANATOLE SELIVRA
Los Angeles, Ca.
BA-Economics



ROBIN L. SERBER
Sherman Oaks, Ca.
BA-Art History



SARAH SEXTON
Atherton, Ca.
BA-Communication
Studies



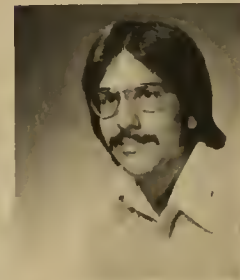
JOAN SHAFFRAN
Sherman Oaks, Ca.
BA-History



CYNTHIA SHAHA
Los Angeles, Ca.
BA-English



PATRICK SHANLEY
Granada Hills, Ca.
BA-Poli Sci



WAYNE SHAPIRO
Van Nuys, Ca.
BA-Psychology



CHERYL SHAW
Los Angeles, Ca.
BA-Sociology



MARCIA SHERMAN
Los Angeles, Ca.
BS-Kinesiology



SHERRY SHERMAN
Northfork, Ca.
BA-Motion Picture
-Television



SHARLENE SHIPMAN
Altadena, Ca.
BA-Art History



SANDRA SHIPP
Carson, Ca.
BA-Sociology



ONA M. SHIROYAMA
Hanford, Ca.
BA-Biology



PATRICIA SHRADER
Pasadena, Ca.
BA-Poli Sci



PATRICIA SHUFLIN
Los Altos, Ca.
BA-Poli Sci



RICHARD SILVER
Canoga Park, Ca.
BA-Design



GERALD SIMON
N. Hollywood, Ca.
MAT-Mathematics



KAREN M. SIMON
La Habra, Ca.
BA-Psychology



ERIC SIMS
Mission Viejo, Ca.
BA-Poli Sci



DIXIE SINKOVITS
Hollywood, Ca.
BS-Physics



SCOTT SKLAR
Los Angeles, Ca.
BA-Poli Sci



LIBBY SLATE
Los Angeles, Ca.
BA-English



DAVID SMALL
N. Hollywood, Ca.
BA-Biology



SANDRA SMILEY
Pasadena, Ca.
BA-Poli Sci



BARBARA SMITH
SanPedro, Ca.
BA-Bacteriology



CELIA SMITH
Irvine, Ca.
BA-Poli Sci



CHRISTOPHER SMITH
Los Angeles, Ca.
BA-Design



ELROY C. SMITH JR.
La Habra, Ca.
PhD-Engineering/
Ceramics



PAUL M. TAYLOR
Los Angeles, Ca. BA-Anthropology
President and Vice-President, Undergraduate
Anthropology Students Association/ Education
Abroad Program/ University Action Council/
Departmental Academic Affairs Council/ UCLA
Chevelon Archeological Research Project/ Regents
Scholar/ Phi Beta Kappa



JOAN E. SMITH
Los Angeles, Ca.
BA-Psychology



JUNE SMITH
Compton, Ca.
BA-Economics



MARTHA A. SMITH
Los Angeles, Ca.
BA-Communication
Studies



MARILYN J. SMITH
Daly City, Ca.
BS-Kinesiology



TERRI SMITH
Van Nuys, Ca.
BA-Spanish



SUSAN E. SNELL
Los Angeles, Ca.
BA-Art History



LARRY SNYDER
Los Angeles, Ca.
BA-Economics



BRUCE SOUBLET
Oakland, Ca.
BA-Poli Sci



PAULA SOULIS
Saratoga, Ca.
BA-Communication
Studies



HEATHER SOVECKA
Los Angeles, Ca.
BA-Economics



STEPHANIE SPINDLER
San Pedro, Ca.
BA-Theatre Arts



DAWNE SPURLOCK
Venice, Ca.
BA-Poli Sci



DAVID SWEDELSON
Culver City, Ca.
BA-Poli Sci



KAREN STEIDEL
San Diego, Ca.
BA-Psychology



PAMELA STENEN
Brea, Ca.
BS-Kinesiology



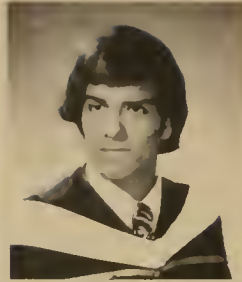
JANE STERMAN
Sherman Oaks, Ca
BA-English



BARBARA STERNBERG
Los Angeles, Ca.
BA-Psychology



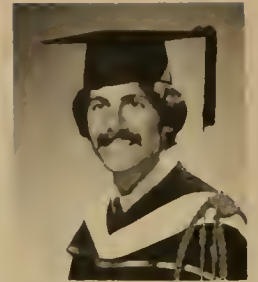
ROBERTA STEVBS
Manhattan Beach,
California
BA-Psychobiology



JEFFREY STRANGE
Reseda, Ca.
BA-Poli Sci



WILLIAM STRAUSS
Palos Verdes
Estates, Ca.
BA-Biology



MICHAEL STRAY
Sherman Oaks, Ca.
BA-Sociology



FRANCES STRONG
Los Angeles, Ca.
BA-Psychology



SUZANNE STRONG
Van Nuys, Ca.
BS-Bacteriology



DOROTHY M. STROTHER
Los Angeles, Ca.
BA-Poli Sci



DALLAS STRUBE
Longview, Texas
BA-Psychology



KATHLEEN STRUBE
Longview, Texas
BA-History



FAYE STRUMPF
Redondo Beach,
California
BA-Psychology



ANTONY STUART
Los Angeles, Ca.
BA-Poli Sci



SUE ANGELE THOMPSON
Woodland Hills, Ca. BS-Biochemistry
Superlative Contributions in Diving/ Alumni Scholar/
Athletic Scholar/ Alpha Lambda Delta/ Founder and
Secretary-Treasurer, Association of Women Athletes/
Selection Committee for Director of Women's
Intercollegiate Athletics/ Planning Committee for
Recreation and Sports Building



TERESA SU
Sun Valley, Ca.
BS-Biochemistry



LONNY SUGGANG
Culver City, Ca.
BA-Economics



BAVEN SUNG
Lawndale, Ca.
BS-Electrical
Engineering



NANCY SVETICH
Glendale, Ca.
BA-Economics



PAMELA A. SWANK
Los Angeles, Ca.
BA-English



RICHARD E. SWANSON
San Rafael, Ca.
BA-Poli Sci



RODNEY SWANSON
Woodland Hills, Ca.
BA-Poli Sci



ROSLYN H. SWARTZ
Los Angeles, Ca.
BA - Sociology



BARBARA SWEET
Los Angeles, Ca.
BA-Communication
Studies



ROBERTO S. SYLIANTENG
Pasay City, Philip.
MBA-Finance

T



ANTHONY TAM
Los Angeles, Ca.
BS - Electrical
Engineering



LAURA TANNENBERG
Studio City, Ca.
BA - Sociology



CHARLES TANNER
Glendora, Ca.
BA - Design



JACK TANOWITZ
Woodland Hills, Ca.
BA - Interpersonal
Comm Studies



DEBRA TAYLOR
Oxnard, Ca.
BA - Design



ROBERT TAYLOR JR.
Los Angeles, Ca.
BA - Political Science



VIRGINIA A. TELLER
Los Angeles, Ca.
BA - Spanish



G. DAVID TENENBAUM
Evanston, Ill.
BA - Political Science



GLORIA J. TEVES
San Jose, Ca.
BA - Mathematics



DAVID THERGOOD
Los Angeles, Ca.
BA - Business
Economics



TIONG H. THIO
Sherman Oaks, Ca.
BS - Mechanical
Engineering



SANDRA THOMAS
Los Angeles, Ca.
BA - Sociology



JAMES THOMPSON
Santa Ana, Ca.
BA - English



JOE Y. TOM
San Francisco, Ca.
MS - Electrical
Engineering



GEORGE TORRENTES
Norwalk, Ca.
BA - Music



CYNTHIA TORRES
Los Angeles, Ca.
BA - Comm Studies



RONALD TORRES
La Puente, Ca.
BA - Political Science



OSCAR TOSCANO
Los Angeles, Ca.
BA - Political Science



SANDRA TOSHIYUKI
Los Angeles, Ca.
BA - Sociology



LINDA D. TOUSSANT
Los Angeles, Ca.
BA - Political Science



YUEN-OI E. TOY
Los Angeles, Ca.
BA - Anthropology



RONALD TOZAKI
Sun Valley, Ca.
MS - Electrical
Engineering



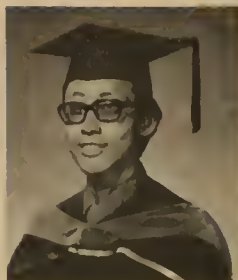
JOE R. TREVINO
San Bernadino, Ca.
BS - Kinesiology



SUSAN TREXLER
Newport Beach, Ca.
BA - French



**W. NICHOLAS
TRIERWEILER**
Sepulveda, Ca.
BA - Anthropology



JOSEPH TSAI
Los Angeles, Ca.
BS - Engineering



NANCY S. TSE
Los Angeles, Ca.
MBA - Accounting-
Finance



PAMELA TULLY
Los Angeles, Ca.
BA - English



MALCA TWERSKY
Los Angeles, Ca.
BA - Bacteriology



RIVKA TWERSKY
Los Angeles, Ca.
BA - Bacteriology

U



**CHRISTINA
UNDERMARK**
Menlo Park, Ca.
BA - Design



IDA UNGER
Los Angeles, Ca.
BA - English



HOLLY UNLAND
Alhambra, Ca.
BA - Political Science



KATHY UOTA
Visalia, Ca.
BA - Psychology



KAREN URIU
Los Angeles, Ca.
BA - Psychology



**KATHRYN
URQUHART**
Glendale, Ca.
BA - Mathematics

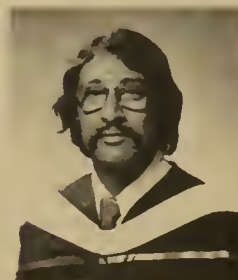
V



PAMELA VAGUE
Downey, Ca.
BA-Sociology



**MARY-MARGARET
VAIL**
Glendale, Ca.
BA - Political Science



**ANTHONY
VALDIVIESO**
Ventura, Ca.
BA-Poli Sci



**LAWRENCE
VALDIVIESO**
Ventura, Ca.
BA-History



RITA VALVERDE
Oceanside, Ca.
BA-Sociology



DIANE G. VAN BARK
Van Nuys, Ca.
BA-Poli Sci



MANUEL VANEGAS
Santa Paula, Ca.
MPH-Public Health



BRUCE VAN PATTEN
Rancho Palos
Verdes, Ca.
BS-Geology



VANCE VAN PETTEN
Los Angeles, Ca.
BA-Poli Sci



**KATHLEEN
VAN TRIGT**
N. Hollywood, Ca.
BA-Psychology



**YVONNE
VAN WILLIGEN**
Cerritos, Ca.
BA-Sociology



SETH VARNHAGEN
Los Angeles, Ca.
BA-Geography/
Ecosystems



SAMUEL WALTON
Gardena, Ca. BA-Political Science
President, Black Student Alliance/ Co-Chairman,
Third World Coalition/ Co-Director, UC Student
Lobby/ Administrative Assistant, Office of Special
Academic and Urban Problems/ Nommo/ President's
Advisory Council (SLC)/ Vice Chairman, Finance
Committee (SLC)/ Chairman, Finance Committee
(BSU)/ Elections Board/ Administrative Intern, School
of Public Health



**ARLETTA
VARTANESIAN**
Los Angeles, Ca.
BA-Anthropology



GREGORY VEAL
Altadena, Ca.
BA-Poli Sci



CHERYL VESSADINI
La Canada, Ca.
BA-Economics



DIANE VICTOR
Los Angeles, Ca.
BA-Sociology



KAREN Y. VINES
Santa Monica, Ca.
BA-Sociology



VALERIE VLAHAKIS
Sunnyvale, Ca.
BA-English



JANE VOESTE
Torrance, Ca.
BA-Sociology



JOYCE VOLETTI
Burbank, Ca.
BA-Psychology



JOHN VOS
Pacific Palisades
BA-Geography/
Linguistics



DAWNELL VUKO
Saratoga, Ca.
BA-Design



WILLIAM WAITS
Van Nuys, Ca.
BA-Poli Sci



**SUZANNE
WAISBREN**
Studio City, Ca.
BA-Sociology



JEAN WAKAYAMA
Los Angeles, Ca.
BA-Economics



JAN WALDMAN
Woodland Hills, Ca.
BA-French



DEBORAH WALKER
Venice, Ca.
BA-Theatre



ELINOR WALKER
Ventura, Ca.
BS-Kinesiology



LARKIN WALKER
Los Angeles, Ca.
Painting, Sculpture
and Graphic Arts



LENDAL WALKER
Los Angeles, Ca.
BA-Anthropology



ROBIN WALMARK
N. Hollywood, Ca.
BA-Spanish



KAREN WALTERS
Bakersfield, Ca.
BA-English



HENRY WAMMACK III
Glendale, Ca.
BA-Economics



PAO-KUAN WANG
Los Angeles, Ca.
MS-Meteorology



BILLIE JEAN WARD
San Dimas, Ca.
MLS-Library
Science



KENRIC WARD
Atherton, Ca.
BA-Poli Sci



SHELLEY WATNICK
Tarzana, Ca.
BA-History



CYNTHIA WATTS
Los Angeles, Ca.
BA-Poli Sci



GARU WAUNE
Carson, Ca.
BA-Poli Sci/History



NANCY J. WEBER
Covina, Ca.
BA-Ethnic Arts



LISA C. WOODS
Menlo Park, Ca. BA-Political Science
Resident Assistant/ Head Resident/ Student
Judicial Board/ News Director, KLA/ A-Level
Remodeling Committee/ Phi Beta Kappa/ Martin
Luther King Scholarship



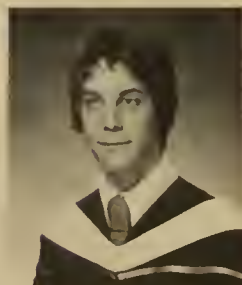
NAOMI WEGLEIN
Los Angeles, Ca.
BA - French



**CLIFFORD
WEINBERG**
Woodland Hills, Ca.
BA-Poli Sci



RUSSELL WEINER
Los Angeles, Ca.
BA-Psychology



JACOB WEISBARTH
Los Angeles, Ca.
BA-History



ANDREA WEISBERG
Encino, Ca.
BA-Sociology



JUDY WEISS
Los Angeles, Ca.
BA-Psychology



KAREN L. WEISS
Sherman Oaks, Ca.
BA-Sociology



SAMUEL WEISS
Los Angeles, Ca.
BA-Economics



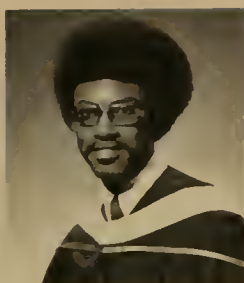
PENNY JO WELSCH
Long Beach, Ca.
BA-Design



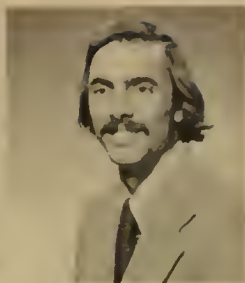
TERI WELCH
Woodland Hills, Ca.
BA-History



SCOTT WELLMAN
Los Angeles, Ca.
BA-Mathematics



WENDELL S. WHARTON JR.
Los Angeles, Ca.
BA-Psychobiology



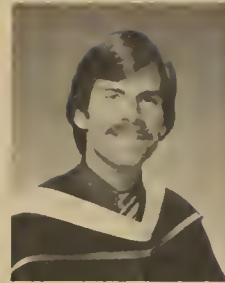
GEORGE WHEELER
Santa Monica, Ca.
BA-Poli Sci



ALBERT WHIPPLE JR.
Torrance, Ca.
BS-Biochemistry



LUCY WHITCOMB
Long Beach, Ca.
BA-English



CRAIG WHITE
Torrance, Ca.
BA-History



KATHLEEN WHITE
Sacramento, Ca.
BA-Biology



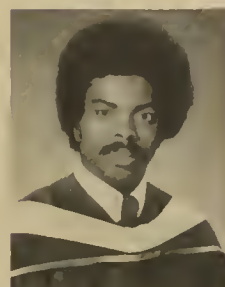
GARY P. WHITLEY
Long Beach, Ca.
BA-Psychology



JENNIFER WHITLOCK
Panorama City, Ca.
BA-Spanish



FAITH WIELAND
Los Angeles, Ca.
BA-History



SHERMAN WILKERSON
Oakland, Ca.
BA-Poli Sci



MARK WILKINS
Palm Springs, Ca.
BA-Psychobiology



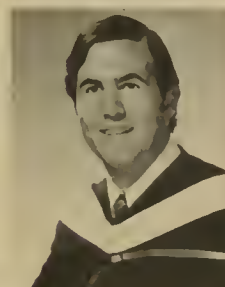
EUGENIA WILLIAMS
Los Angeles, Ca.
BA-Economics



LESSIE WILLIAMS
Los Angeles, Ca.
BS-Nursing



SANDRA WILLIAMSON
Los Angeles, Ca.
BA-Sociology



GLEN WINANS
Northridge, Ca.
BA-Poli Sci



SHERRY WINANS
Northridge, Ca.
BA-Mathematics



DONALD WINSLOW
Menlo Park, Ca.
BA-Economics



NORM WITT
Palos Verdes Estates
BA-Poli Sci/
Philosophy



MICHELLE WITTEMAN
Playa Del Rey, Ca.
BA-Psychology



SUSAN WIX
Pacific Palisades,
Ca.
BA - History



ROBERT E. WOLLIN
Santa Monica, Ca.
BA-MP/TV



ALAN WONG
Los Angeles, Ca.
BS-Biochemistry



AMY WONG
Los Angeles, Ca.
BS-Computer
Science



CHUNG WONG
Woodland Hills, Ca.
MS-Engineering



DANNY WONG
Los Angeles, Ca.
BA-Zoology



DAVID WONG
Los Angeles, Ca.
BS-Engineering



JEAN WONG
San Francisco, Ca.
BA-Theatre Arts



KALLY WONG
Los Angeles, Ca.
MA-Mathematics



LAI WONG
Hawthorne, Ca.
BS-Biology



STEPHEN WONG
Oakland, Ca.
MBA-Finance



SUSAN WONG
Lakewood, Ca.
BA-Poli Sci



RAYMOND WOO
Monterey Park, Ca.
MS-Engineering



ROSA WOO
Los Angeles, Ca.
BA-Oriental
Languages



JUDI WOODWARD
Newport Beach,
California
BA-History



JANE WORTMAN
Beverly Hills, Ca.
BA-Mathematics



CLAUDIA WRAEZEL
Fresno, Ca.
BA-Poli Sci



BARBARA WRIGHT
Sun Valley, Ca.
BS-Mathematics/
Computer Science



HOLLY WRIGHT
Tullinge, Sweden
BS-Kinesiology



THOMAS C. WRIGHT
S. San Francisco,
California
BA-Poli Sci



GEORGE WU
Los Angeles, Ca.
BS-Engineering



TAT-TAK WU
Alhambra, Ca.
BS-Engineering



TONG-LIANG WU
Santa Monica, Ca.
MBA-Finance



JANET WYNN
Los Angeles, Ca.
BA-Sociology



RALPH V. YACK
Newport Beach, Ca.
BA - Political Science



**JAHANDAR
YADEGAR**
Los Angeles, Ca.
BS - Civil Engineering



**JEANNETE M.
YAMAMOTO**
Hacienda Hts., Ca.
BS - Biochemistry



SAM YAMAMOTO
Anaheim, Ca.
BS - Engineering



RICHARD YAMASAKI
Montebello, Ca.
BA - Psychology



LINDA YAMAUCHI
Los Angeles, Ca.
BA - Psychology



DONALD YAN
Los Angeles, Ca.
BA - Biology



GEORGE R. YANCHENOK
Los Angeles, Ca.
BS - Engineering



ANNA YANG
Honolulu, Hawaii
BA - Business
Economics



LINDA YANG
Hacienda Hts., Ca.
BS - Biochemistry



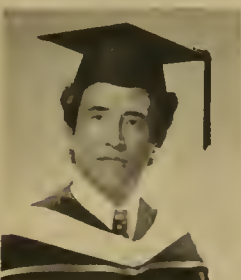
FARSHID YASSIAN
Tehran, Iran
BS - Systems
Engineering



YUN-HON YEUNG
North Pt., Hong Kong
MS - Mechanical
Engineering



KAREN YOFFEE
Burbank, Ca.
BA - Political Science



YOUNG YOO
Seoul, Korea
BA - Economics



TAKATOSHI YOSHIZUMI
Los Angeles, Ca.
MS - Physics



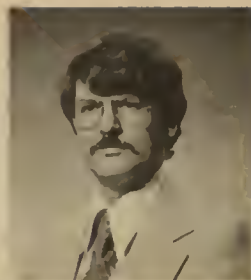
IL YOUK
Carson, Ca.
BS - Engineering
Systems

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David W. Meyers
Larry Miles
Teresa Myers
Stuart Needman
Samuel Okimoto
Jan Palchikoff
Edmon J. Rodman
Ronald Sufrin
Laura Swanson
Paul M. Taylor
Sue Angele Thompson
Samuel Walton
Lisa C. Woods



KIETH YOUNG
Hawthorne, Ca.
BA - Biology



PAUL A. YOUNG
Woodland Hills, Ca.
MBA - Management
Theory



PAUL W. YOUNG
Ketchikan, Alaska
BA - Political Science



PAULA A. YOUNG
Los Alamitos, Ca.
BA - English



CATHERINE YU
Los Angeles, Ca.
BA - French
Literature



DEXTER YUEN
Los Angeles, Ca.
BS - Engineering

Z



LAWRENCE ZAMOCA
Orange, Ca.
BA - Comm Studies



DAVID ZAMORANO
Buena Park, Ca.
BS - Engineering-
Structures



GUY ZAPOLEON
Tarzana, Ca.
BA - Psychology



CHERIF ZEIN
Glendale, Ca.
BA - Spanish



ROBERT ZELLER
Los Angeles, Ca.
JD - Law



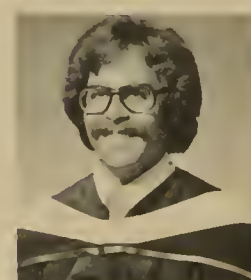
JANICE ZIEGLER
Playa del Rey, Ca.
BA - Pnt/Sculp/Gr Arts



EARLENE M. ZIMMER
Los Angeles, Ca.
BA - English



BONNIE ZIVETZ
Los Angeles, Ca.
BA - Sociology



ERIC ZLOTNIK
No. Hollywood, Ca.
BA - Economics



MARY ANNE ZOBEC
San Carlos, Ca.
BA - Music



DONALD ZREHIGIAN
Sherman Oaks, Ca.
BA - Political Science



Now, if you have looked carefully, you have a little clearer picture of what UCLA is all about. We have touched on many subjects, but there are so many more that space, time, and the limits of our own perceptions could ever permit us to reach. It will be the duty of yearbooks that will follow us to adjust to the changing realities and concepts that characterize our environment.

But I think it would be wise to mention some of the things that make this place unique. Just a few, so as not to overburden, but important things, nonetheless, without which it would be wrong to conclude.

Westwood, it seems, is an extension of UCLA. It is modern, crowded, and without adequate parking space. Of course there are students there – also freaks, businessmen, and strangers – people you have never seen before, and will never see again.

There are places to shop, places to eat, and a great many



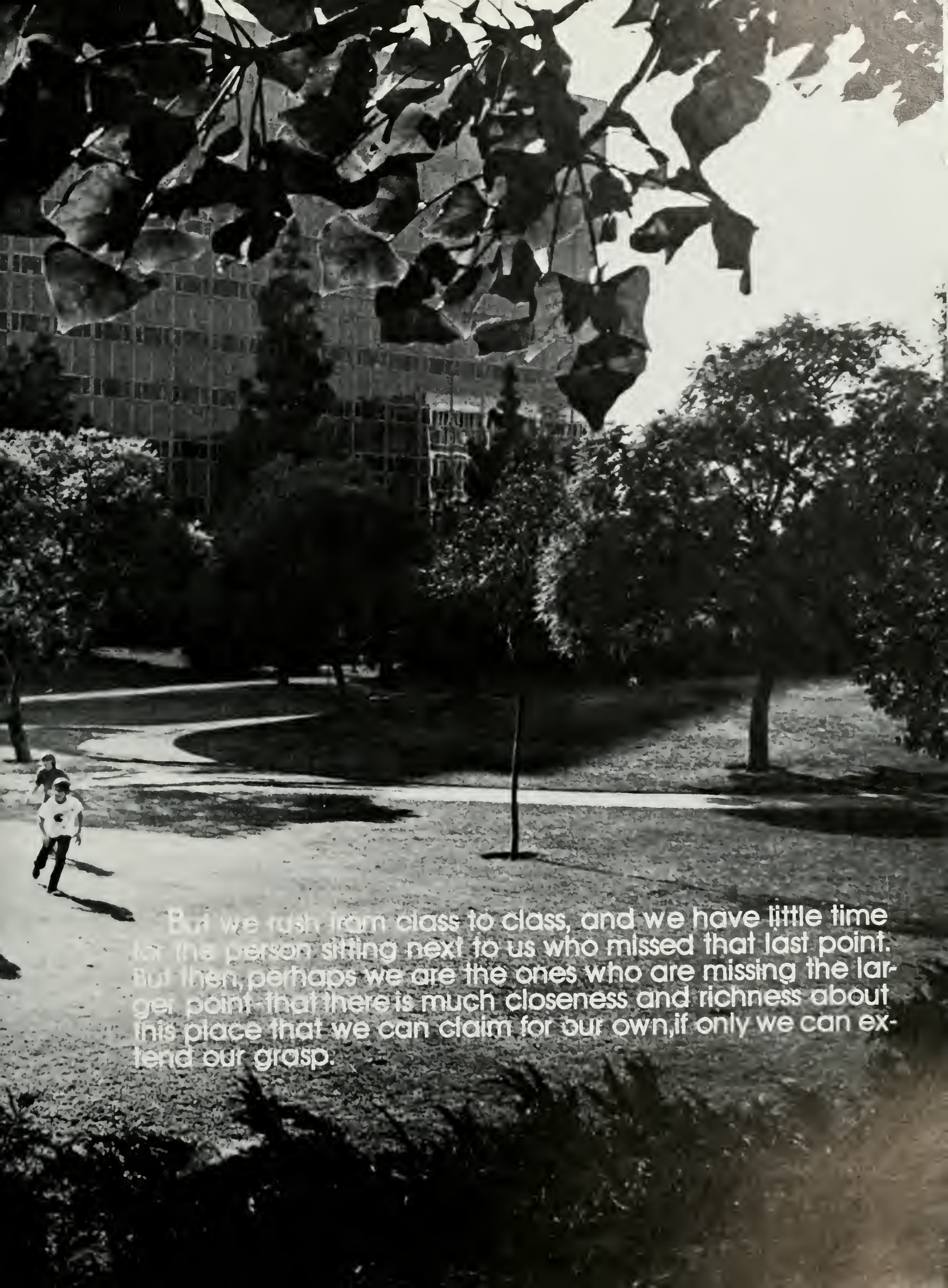
movie theatres. But the prices are high and, like UCLA, the challenge lies in finding the real values.

And, like the University, it's not a bad place to be. The face changes constantly, but it never loses that certain charm that makes for a good college town. This is Southern California, we mustn't forget that. The sun shines most of the time, and makes for a looser and more relaxed undercurrent below the hustle and bustle.









But we rush from class to class, and we have little time for the person sitting next to us who missed that last point. But then, perhaps we are the ones who are missing the larger point—that there is much closeness and richness about this place that we can claim for our own, if only we can extend our grasp.



The campus is a beautiful one, even the parking structures, silhouetted against the late afternoon sky, take on a certain coarse and primitive elegance. In fact, it can be said that there exists an almost rural atmosphere on the UCLA campus—something unique at a big-city university. For while there are thousands of people here every day, one can still find places to be alone, or quietly together. There is grass and there are trees, and pretty buildings of all shapes and sizes—things that are common to most college campuses. But this is Los Angeles, and all around is concrete, and automobiles, and the noise and pulse of modern urban life.











It is in this sense that UCLA is an oasis, a shelter from all that is irritating and unnatural around us. It is a place for quiet thought, as well as for noisy experimentation. It is an intellectual hothouse of sorts, where we have the opportunity to tentatively experience success and failure in small doses—where we are, in a sense, shielded from some of the ramifications of those results.










So we are diverse,
and we are the same.
We are confident,
and we are uncertain.
We are fascinated,
and we are bored.
We are concerned,
and we are indifferent.
We are young,
and we are old . . .
but mostly young.
We are
white and black and
brown and yellow
and many other
things.

And we are UCLA.



The institution was built long before we were born-most of us that is-and
and established patterns that will endure for the remainder of our lives
measure - lie both before and behind us. So we begin to concern our

As the passage of time seems perceptibly to quicken, our impatience
to hold, and to take with us. That, of course, is why there are yearbo



it will survive us all. But in passing, we have wrought certain changes.
We are at that place in life where success and failure – in some equal
selves with recollections.

for that passage begins to diminish. We search for something tangible
oks. At least, that is why there is this one. -Douglas R. Drew, Editor
SOUTHERN CAMPUS 1975

Time is always passing.
It's passing now
while you read this page.
It passes while you read this book.
But there's something nice about a yearbook,
about our book,
because when you've reached the last page
you can start again,
or just look in the middle at something you recall
or even work back from the end
if you like.
Everything will still be there
when you do.
In fact,
you might even want
to put this away on the shelf
for a week, or a month, or even a year
or more.
Everything will still be there
when you return.

One of the goals of the 1975 **Southern Campus** has been to give the University an opportunity to, in a sense, speak for itself. With that in mind, we put away our copy of **Bartlett's Familiar Quotations** and went out to talk to people — more than a hundred — and taped their responses to our questions.

From the transcripts of these interviews we extracted what we considered to be some of the more candid and interesting statements.

Some of these interviews have been printed almost in their entirety, in a question-and-answer format. These are attributed directly to their sources.

Elsewhere we have printed statements that, for one reason or other — universality, originality, candor, or even humor — deserved inclusion. In these instances it was our view that attribution would only lessen their impact.

Therefore, we must emphasize that, except in cases where a statement is directly attributed to a specific source, that statement is not to be associated with any particular individual, department or office of this University.



DOUGLAS R. DREW
Editor-in-chief

In most yearbooks this is the page where you get to find out how difficult it is to put together a yearbook, that the whole thing is a lost cause anyway because nobody is buying them anymore and that the edition you hold will probably be the last one. In fact, that used to be a foolproof way of selling copies, but it seems that the students got wise to that one a couple of years ago.

So here we are in 1975, and a lot of key things haven't changed. It is still difficult to make a yearbook, a lot of people still look at us as though we're UCLA's answer to the French Foreign Legion, and although we're pretty sure that this edition won't be the last one, we aren't above saying so to sell a few more books.

But the similarities stop there.

Each year, the standard argument against the Yearbook is that, although it was once very popular and very useful, we have now reached a point where fashions, values and supposedly, people have changed so much that the publication has become anachronistic. All of which is very funny, because it ought to be obvious that an argument like that is self-defeating.

Ideally, a yearbook ought to thrive on change. Change gives a yearbook its vitality, its substance, and certainly its variety. Without change, a yearbook becomes a pointless exercise, each edition looking much like the one before.

So, we are forced to look at the possibility that we haven't really changed at all, and that the Yearbook is simply an embarrassing reflection of that fact.

But the other possibility is that the quality of the Yearbook as an institution has deteriorated to the point where it simply is not worth the money. For it is true that the college campus is much like the outside world in many respects, and it is getting more so all the time. Therefore, the Yearbook, like anything else that costs money, must be a marketable commodity. People must have a reason to buy it.

This is why many schools have gone to a system where students simply fill out a form allocating a certain amount of their fees toward their copy of the Yearbook. In this way circulation is kept high, and the book's editorial staff is spared the awful necessity of trying to come up with something that is neither ordinary nor esoteric.

So in a significant sense we are lucky at UCLA, because students here must pay money out of their pockets if they want to have a yearbook. And each year the Publisher — Communications Board — takes a new vote to decide whether to have a book at all. Tradition is very nice, but Comm Board prefers to think in terms of dollars and cents. Therefore, we must also think in those terms.

Since survival is the Great Motivator, we are therefore less likely to be irresponsible.

Students will support a publication only if it is worthy of that support. They will not pay for corn, they will not pay for esotericism, they will not pay for bad taste. But that does not necessarily mean that they will not pay for a yearbook.

In an era of "last editions" we are bold enough to consider this book to be a new beginning. We have attempted to reverse certain trends; trends toward smaller budgets and smaller books with fewer and fewer people inside. We have added more pages, more people, and more of what might be called frills: color pictures and the like. It was expensive, but it was worthwhile. Therefore, we are grateful to those around the University who contributed to the financial support of this book and enabled us to make this reversal.

The future, however, remains uncertain. The burden of that future rests equally on the shoulders of Communications Board, which must carry out its responsibilities, and on the collective shoulders of the student body here to look at the Yearbook with an open and receptive mind.

The future is, potentially, quite bright. **Southern Campus 1975** is a toast to that future.

UNIVERSITY OF CALIFORNIA, LOS ANGELES

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OFFICE OF THE DEAN
COLLEGE OF FINE ARTS
LOS ANGELES, CALIFORNIA 90024

April 14, 1975

Mr. David Roessell
1440 Veteran Avenue #513
Los Angeles, California 90024

Dear Mr. Roessell:

The official grades for Winter Quarter 1975 have been received from the Registrar's Office, and it shows that you have failed to pass any of the courses in which you were enrolled. According to the Academic Senate regulation concerning minimum scholarship, you are subject to dismissal for failure to maintain the necessary grade-point average.

It is the decision of the College that you are dismissed on the basis of your grades, and your Spring registration will be cancelled.

It is hoped that you will apply at other schools for the major of your choice for the purpose of continuing your career goals.

Sincerely yours,

Grace Wax
(Miss) Grace Wax
Counselor

SD:9

Enc: Minimum scholarship requirements

I certify that the above is a copy of the letter sent to Mr. David Roessell on the above date.

Grace Wax

DAVID S. ROESSELL
Designer



CONTRIBUTING PHOTOGRAPHERS

Rick Becker
David Dreyfuss
Harold Eckstein
Stan Himes
Paul Iwanaga
Marty November
Mark Rubin

SECTION CO-ORDINATION

David Peden
Marc Dellins
Felice Schneider

BUSINESS

Hermann J. Kruk
Kelly Fogarty

ASSISTANCE

Nicki Campbell
Steven Doshay
Carol Glenn
Linda Hernandez
David Higuchi
Hunter Kaplan
Sheila Kuehl
Michael Rich
Peggy da Silva
Evelyn Smith
Alex White

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Photographic Co-ordinator

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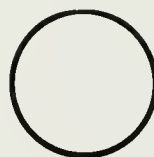
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